A MANUAL FOR HOME AND CHURCH SCHOOLS

HOW SHALL WE ORDER THE CHILD? JUDGES 13:12

REVIEW & HERALD PUB. CO.
Battle Creek, Mich.

COURSE OF STUDY

And Mothers' and Teachers' Manual for Home and Church Schools ∴ ∴ ∴ ∴ ∴ ∴

By C. C. LEWIS

Educational Secretary and Superintendent of Church Schools for the Northwestern and Southwestern Union Conferences of Seventh-day Adventists.

WITH AN INTRODUCTION

BY E. A. SUTHERLAND

President of Emmanuel Missionary College, Berrien Springs, Mich.

"Teach us what we shall do
unto the child."—*Judges 13:8.*

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PREFACE.

One of the first thoughts that came to the author after receiving the invitation to take the oversight of the church-school work in the Northwest and Southwest Union Conferences, was the question, How can the work be so unified that all will labor, at least in a general way, along the same lines to the same end. And almost immediately the answer came, Prepare a manual for parents and teachers that will give practical instruction concerning courses of study, textbooks, and methods of teaching. This volume is the result.

At first only a small pamphlet of thirty or forty pages, designed to meet the wants of the field above mentioned, was intended. But the work grew during the summer, until at the Nebraska camp-meeting the author was counseled to lay the manuscript before the Educational Committee of the General Conference, and see whether, by revision and additions, it could be made suitable for the entire field.

Accordingly he went to Berrien Springs, Mich., carefully read and revised the manuscript with the president of the Emmanuel Missionary College, and laid the result before the Educational Committee, who recommended its publication.

It has been the aim to make something practical and usable. The outgrowth of experience is here

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recorded. Hence it is hoped the Manual will prove helpful in the organization and unification of the church-school work.

It is not expected that the suggestions which it contains will meet all conditions, hence they should not be used in a rigid, arbitrary way. Nor is it thought that the plans and methods herein suggested are final. More light will yet be shed upon these subjects. Let it be welcomed whensoever and through whomsoever it comes. The author cordially invites suggestions and criticisms. And he will regard as true friends those who will point out defects in these pages. Nothing in this Manual is set forth as arbitrary. If other teachers have found in any particular a better way, let them be free to use it. If any recommendation would work hardship if carried out in any section of the country, let it be ignored. The author is writing for intelligent men and women who think for themselves, and who with him are responsible to God for their thoughts and actions. He desires them to consider all he says, and use what to them is helpful. He believes that God leads individuals as well as bodies; that, in fact, he leads bodies through the individuals composing them. He has an abiding faith in the triumph of the church-school work and of the message to which it is an adjunct; and if through this present effort, or all his efforts, he is permitted somewhat to aid in hastening that triumph, he will be satisfied. At the same time it is hoped that officers and teachers will carefully examine the Manual upon its merits, and adopt it if they find its plans reasonable and practical. And if adopted, he hopes

that parents, students, and teachers will unite in carrying them out until something better is provided.

The author desires to acknowledge his indebtedness to Mrs. Flora H. Williams, who wrote most of the instruction on teaching; to Mrs. Elizabeth A. Lewis, who prepared the matter for the Home-School Department; to Prof. M. E. Cady's "Home and Church-School Manual" for valuable extracts; to Prof. E. A. Sutherland and David Paulson, M. D., for reading the manuscript and making valuable suggestions; and to other teachers too numerous to mention, for counsel and encouragement. Free use has also been made of suggestions upon teaching found in the Nebraska Teachers' Manual. C. C. LEWIS.

College View, Neb., Sept. 15, 1901.

INTRODUCTION.

THE proper education of the children — this should be one of the absorbing questions of the church to-day. Education has been inseparably linked with spiritual growth by Jehovah himself; hence every religious reform has been dependent for success upon the adoption of correct methods of education.

The history of Israel abounds with instances revealing this relationship. It is safe to say that every spiritual decline in that nation, when result is traced to its cause, will be found due to a departure from God-given principles of education. On the other hand the periods distinguished for superior strength were characterized by a return to those same eternal principles. Note the contrast between the glory of the reign of Solomon and the national degradation in the days when Jeremiah languished in a dungeon, and his people went into captivity. Solomon attracted world-wide attention because of his wisdom. To him God made known the glories of wisdom by faith. In the days of Jeremiah, Jewish parents had so far ceased to educate their children for heaven that the heathen ruled over the entire nation. To show that the national weakness was due to lack of true education, God brought four youth, who had been properly trained, into prominence in the Babylonian court, and through them showed that deliverance was possible even then, should the captive nation seize their God-given opportunity to *teach*. In other words, Israel, in captivity, might have become teachers of their masters. The opportunity was allowed to pass. Then, at the end of seventy years, when deliverance was offered, scarcely a tithe of the people were willing to accept it.

Christ came to revive, in his childhood life and by his teaching, those long-lost principles of education. His greatest gift to the early Christian Church was the Word, with correct methods of teaching it to the rising generation. That teaching, originally overflowing with life,— electric in its effect upon all who embraced it,— was prostituted by a union with paganism, and from this union the papacy arose. Born of a union of two opposing systems of education, the papacy has ever maintained its hold upon humanity by a false system of teaching. Were reformers as true to right principles, as stanch in advocating correct methods, as is the papacy in teaching its children, truth would to-day envelop the globe.

The sixteenth-century Reformation was a mighty struggle to break the fetters of a false education. Universal education was the cry,— universal education with God's Word as guide! Had this light been followed, man would to-day be in eternity. The reform begun by Luther and Melanchthon never reached completion. Again the church sank into the arms of the papacy, and false education took the place of the true.

The proclamation of the three angels' messages gave the people of God another opportunity to present Christian education to the world. At that very time it was a question whether reform should be wrought by the church or by the government of the United States. The church turned away, and the world took up the proffered gift. For more than forty years the church has wandered. To-day it is again brought face to face with these principles. To grasp them means life. To let them pass now will mean death. The very fact that light on educational matters has been given, is one of the most positive proofs that the coming of Christ is near at hand. Our days of captivity are almost over. Already the cry has gone forth, "Babylon is fallen, is fallen!" "Forsake her, and let us go every one into his own country." The preparation for that new country will come by giving the children a Christian training. It can come in no other way. Parents who hesitate to-day are like the Israelites in ancient Babylon who failed to accept the deliverance offered by Cyrus, and were brought to face death in the days of Queen Esther.

The education of the children is the vital question. A life-and-death struggle is before us. But let us lift up our heads and rejoice, for our redemption draweth nigh. The church has already committed itself to the education of the children. To make the work a success, unity of plan and concerted action is now necessary. Our parents and teachers, with the children under their charge, form a vast army. Wise generalship is imperative. If one division proceeds far ahead of the others, all are endangered. The same is true if some fail to keep abreast of this moving column. A conflict in orders means a waste of energy. The educational department of the General Conference has felt that we must lose sight of boundary lines and individual policy. As an aid to greater uniformity of action the department has indorsed the work of Professor Lewis, and encourages the general use of the "Manual for Home and Church Schools." It meets a present need, and is dedicated to parents, ministers, and teachers with the hope that as a result of united effort and the further development of the principles of Christian education, the work will make rapid advancement.

It is recommended that the Manual be freely used both in the homes and by church-school teachers, especially where the work is new and the field untried. It is not our plan to crystallize the methods of to-day. Success lies in constant progress. The Manual is suggestive, and will, it is hoped, lead to more perfect methods of teaching.

The course of study for church schools is well arranged; the proper sequence of subjects is maintained. There may be some danger of overcrowding teachers, but each school must guard against this. Never sacrifice quality of work for quantity.

The outline for preparatory schools is in harmony with the resolutions passed at the last General Conference, and meets the minds of those who have gained experience in conducting these schools.

May the work for the children of the denomination move forward without a single defeat. Upon its success depends the life of the church. May the Spirit of God move upon the hearts of young men and women to enter the ranks as Christian teachers, and may those now engaged in this work go forward with courage. With this end in view the "Manual for Home and Church Schools" has been published.

E. A. SUTHERLAND.

Berrien Springs, Mich.

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PART I.

GENERAL PRINCIPLES OF CHRISTIAN EDUCATION.

THE PURPOSE OF CHURCH SCHOOLS.

When Manoah, the father of Samson, understood that the angel of the Lord had appeared unto his wife, and told her that she should bear a son through whom the Lord would begin to deliver Israel out of the hand of the Philistines, his prayer was, " O my Lord, let the man of God come again, and teach us what we shall do unto the child that shall be born." And when his prayer was answered, and he stood before the man of God, his first words were, " How shall we order the child, and how shall we do unto him? " See Judges 13:8, 12.

So in these last days, when the Lord has set his hand for the final deliverance of his people, the prayer of every father and mother — yea, the burning question of the whole church — should be, " What shall we do unto the children whom God has given unto us? "

The answer to this question depends upon the answer to another. What are these children and young people to do? What does God purpose to do with them? What part have they to act in carrying the last message of mercy to the world? And the Lord has not left us in darkness concerning his purpose for them.

"Children who are receiving a Christian education will be witnesses for Christ. As Jesus in the temple solved the mysteries which priests and rulers had not discerned, so in the closing work of this earth, children who have been rightly educated will in their simplicity speak words that will be an astonishment to men who now talk of 'higher education.' As the children sang in the temple courts, 'Hosanna! Blessed is he that cometh in the name of the Lord,' so in these last days, children's voices will be raised to give the last message of warning to a perishing world. When heavenly intelligences see that men are no longer permitted to present the truth, the Spirit of God will come upon the children, and they will do a work in the proclamation of the truth which the older workers cannot do, because their way will be hedged up."—*"Testimonies for the Church," Vol. VI, pp. 202, 203.*

This, then, is what God purposes to do with our children. He is to use them in proclaiming the message, especially after the way for labor is hedged up before the older men and women. But notice the statement, twice made, that it is the children who are receiving a Christian education whom God will use in this work. And clearly that which we do to the children should have a practical relation to what the children are to do. The church should give them a Christian education to prepare them for their work.

Accordingly, the very next sentence after the passage just quoted continues as follows: "Our church schools are ordained by God to prepare the children for this great work. Here children are to be instructed in the special truths for this time, and in practical missionary work. They are to enlist in the army of workers to help the sick and the suffering. Children can take part in the medical missionary work, and by their jots and tittles can help to carry it forward. Their investments may be small, but every little helps, and by their efforts many souls will be won to the truth. By them God's message will be made known, and his saving health to all nations. Then let the church carry a burden for the lambs of the flock. Let the children be educated and trained to do service for God, for they are the Lord's heritage." —*Vol. VI, p. 203.*

SUITABLE SCHOOLROOMS NEEDED.

Again from pages 108 and 109, we quote: "In the basement of the church, above ground, I was shown a room provided for a school where children could be educated in the truths of God's Word. Consecrated teachers were selected to go to these places. The numbers in the school were not large, but it was a happy beginning. As the work was being pressed forward, I heard the voices of children and parents singing." (Here Ps. 127:1; 146:1–3; 148:1–3 are quoted. Turn and read the songs which children and parents were heard singing together in the church school.)

"The establishing of churches and the erection of meeting-houses and school buildings was extended from city to city. In each place the believers were making a united, persevering effort, and the Lord was working to increase his forces. Something was being established that would publish the truth.

"This is the work to be done in America, in Australia, in Europe, and wherever companies are brought into the truth. The companies that are raised up need a place of worship. Schools are needed where Bible instruction may be given to the children. The schoolroom is needed just as much as is the church building. The Lord has persons to engage in the work of establishing church schools as soon as something is done to prepare the way for them."

This is clear and positive language. It is also new. No such message was ever heard among us until a few years ago, and it marks an era in our work. Things are not to proceed along the old lines. We must step quickly if we keep pace with the message.

THE CHARACTERISTICS OF OUR SCHOOLS.

A large amount of instruction has been given us from time to time relative to the character and work of our schools. From the mass of material thus accumulated three characteristics stand out clear and distinct: The Word of God is to be made the basis of all education, the pupils are to receive instruction and practice in different kinds of useful labor, and the schools themselves are to be missionary training schools for the preparation of laborers in the closing gospel message. Let us consider a few statements upon each subject.

THE BIBLE THE BASIS.

"The Holy Scriptures were the essential study in the schools of the prophets, and they should hold

the first place in every educational system: for the foundation of all right education is a knowledge of God. Used as a text-book in our schools, the Bible will do for mind and morals what cannot be done by books of science or philosophy. As a book to discipline and strengthen the intellect, and ennoble, purify, and refine the character, it is without a rival." —"*Special Testimonies on Education,*" *p. 53.*

"The study of the sciences is not to be neglected. Books must be used for this purpose; but they should be in harmony with the Bible, for that is the standard."—*Page 56.*

"The Bible must be made the foundation for all study. Individually we must learn from this lesson-book which God has given us, the condition of the salvation of our souls; for it is the only book that tells us what we must do in order to be saved. Not only this, but from it strength may be received for the intellect. The many books which education is thought to embrace are misleading, a deception, and a delusion. 'What is the chaff to the wheat?'"—*Page 156.* "Above all other books, the Word of God must be our study, the great text-book, the basis of all education; and our children are to be educated in the truths found therein, irrespective of previous habits and customs."—"*Testimonies for the Church,*" *Vol. VI, p. 131.*

LABOR THE HANDMAID OF STUDY.

"The lessons necessary to fit one for practical usefulness should be taught to every child in the home, and to every student in the schools."— *Page 32.* "When the child is old enough to be sent to school, the teacher should co-operate with the parents, and manual training should be continued as a part of his school duties. There are many students who object to this kind of work in the schools. They think useful employments, like learning a trade, degrading; but such persons have an incorrect idea of what constitutes true dignity."—"*Special Testimonies*," *Page 32*.

"In connection with our schools, ample grounds should be provided. There are some students who have never learned to economize, and have always spent every shilling they could get. These should not be cut off from the means of gaining an education. Employment should be furnished them, and with their study of books should be mingled a training in industrious, frugal habits. Let them learn to appreciate the necessity of helping themselves. There should be work for all students, whether they are able to pay their way or not; the physical and mental powers should receive proportionate attention. Students should learn to cultivate the land; for this will bring them into close contact with nature."—*Pages 45, 46*.

GOSPEL TRAINING SCHOOLS.

"The teachers in our schools must be on guard constantly, lest their plans and management depress and quench the faith of students who have had their hearts deeply impressed by the Holy Spirit. They have heard the voice of Jesus saying, 'Son, go work to-day in my vineyard.' They feel the need of a proper course of study, that they may be prepared to labor for the Master, and every effort should be made to hasten their advancement; but the object of their education should be kept constantly in view."—*Pages 105, 106*.

"It is the purpose of God that through the excellence of the work done in our educational institutions the attention of the people shall be called to the last great effort to save the perishing. . . . The object of schools is to provide places where the younger members of the Lord's family may be trained according to his plan of growth and development. . . . The third angel's message, the great testing truth for this time, is to be taught in all our institutions. God designs that through them this special warning shall be given, and bright beams of light shall shine to the world."—"*Testimonies for the Church*," *Vol. VI, pp. 126–128*.

"One great object of our schools is the training of youth to engage in service in our institutions, and in different lines of gospel work."—*Page 133*.

Page after page might be filled with similar quotations. While other principles are set forth, these stand out pre-eminent, and include all others. They should never be lost sight of by any who have to do with school work.

THE SOURCE OF WISDOM.

The foregoing principles are true, and important enough to form the foundation of the noblest system of education the world has ever known. They can be applied, and our teachers must learn to apply them. Nor should they think that the only way to learn is from others. That is one way, and an excellent way. Teachers should compare experiences, and thus learn how to apply these principles. But let it never be forgotten that it is the privilege of the youngest and humblest teacher to go before the Lord with the prayer of Manoah, "Teach me what I shall do unto the child. Show me how to make the Bible the basis of his instruction in all subjects. Teach me how to give industrial instruction and manual training in my school under my circumstances." Some suggestions may be given, it is true. The best the authors have will be found in their appropriate places, but after all, the question is an individual one. "They shall be all taught of God." The fragrance from a teacher's life, saturated with the truths of the Word of God, will permeate all her teaching, and steal its way unconsciously into the hearts of her pupils.

THE MEANS OF CHRISTIAN EDUCATION.

Having considered thus briefly the question, "What shall we do unto the children and youth of the denomination?" and its answer, "Give them a Christian education to prepare them to bear a part in the last gospel message;" and having also pointed out the great principles that underlie such an education, it is now time to inquire, "What means have been developed under the guiding hand of God for giving such an education to our children?" These are the home school; the church, including the Sabbath-school, the missionary meetings, and the Sabbath services; the church school; the intermediate school; the training school, including the colleges, academies, and medical schools; the correspondence school; the workers' school; and private, individual study. It is within the purpose of this Manual, after thus mentioning each of these schools, to develop somewhat in detail the home school, the church school, and the intermediate school.

PART II.

THE HOME SCHOOL.

BY MRS. ELIZABETH A. LEWIS.

A LIVING QUESTION.

EVERY home is of necessity a school, and every parent a teacher. The home takes the child at the threshold of his life, and conducts his education until he is ready for the church school at seven or eight years of age. It deals not so much with books as with principles, morals, and habits. It contains the elements necessary to lay a perfect foundation for a Christian education. Every home ought to be at the same time an industrial training school and a theological seminary. This school is accessible to all. None can be deprived of it because of poverty. It is the school nearest to our hand. It may be the best or worst our children will ever attend. How may this common school, this school of the people, be improved? How may the home be helped to take its proper place in the system of education which the Lord has planned for the closing years of the world's history?

PARENTAL RESPONSIBILITY.

The foundation for improvement of the home school lies in the degree of responsibility which parents feel for the training of their children. "Every child born into the home is a sacred trust. God says to the parents, 'Take this child and bring it up for me, that it may be an honor to my name, and a channel through which my blessing shall flow to the world.'" —"*Special Testimonies on Education*," *pp. 36, 37*.

"Many parents will have to render an awful account at last for their neglect of their children. . . . Children are left to come up instead of being trained up. . . . Parents stand in the place of God to their children, and will have to render an account whether they have been faithful to the little few committed to their care. Parents, some of you are rearing children to be cut down by the destroying angel unless you speedily change your course, and are faithful to them. He cannot love unruly children who manifest passion, and he cannot save them in the time of trouble. Will you suffer your children to be lost through your neglect? Unfaithful parents, their blood will be upon you, and is not your salvation doubtful with the blood of your children upon you?—children who might have been saved had you filled your place, and done your duty as faithful parents should."—*Review and Herald, March 28, 1893*.

PRENATAL INFLUENCES.

Hereditary, or prenatal, influences are those which affect the character of the child before birth. One writer has said that the time to begin to train a child is one hundred years before it is born. But since this is not practicable for us, we can and should do as Manoah did, as recorded in Judges 13:12. We should reverently bow before our Heavenly Father,

and sincerely inquire, "How shall we order the child, and what shall we do unto him?" If we as parents would begin our work of disciplining our children first by giving ourselves such training as would make us what we want them to be, we would more often secure satisfactory results. The work of later years would be less painful to the children, and more joyful to the parents.

We recognize the law that like begets like in everything in nature. We are careful that only the most perfect seed is used in our vegetable garden and in our flower garden. The farmer recognizes the same principle with his stock. But in the preservation of the human family this law is almost ignored. Nevertheless nature's laws are inexorable, and as a man soweth so shall he also reap. In view of the foregoing principles, solemn responsibilities rest upon prospective parents. The Lord himself considered this matter so important that he gave Manoah directions as to his wife's eating and drinking. Read Judges 13:7, 14. The mother should be surrounded with the most cheerful and hallowed influences. She should let her mind dwell much on high and noble thoughts. She should follow Hannah's example and consecrate her child to the Lord even before its birth, and should be in every respect what she wants her offspring to be.

She should study the best books, see beautiful pictures, hear fine music, and in every way possible give her mind up to the pure, the true, and the beautiful. This, with a truly consecrated heart, will do much to make the future training of the child easy and fruitful in good results.

THE SUBJECT-MATTER OF EARLY EDUCATION.

While parents are teachers, and every home a school, books are not the subject-matter for home education, at least during the first six or seven years of a child's life. "Special attention should be given to its physical training, rather than to the intellect. After this period, if the physical constitution is good, the education of both should receive attention. . . . Parents, especially mothers, should be the only teachers of such infant minds. They should not educate from books. The children generally will be inquisitive to learn the things of nature. They will ask questions in regard to the things they see and hear, and parents should improve the opportunity to instruct, and patiently answer these little inquiries."—"*Healthful Living,*" *p. 151.*

FROM NATURE TO NATURE'S GOD.

Mother Nature speaks to every heart, but her lips are especially near to the ear of childhood. Children love to play in the fields and woods. They delight in flowers and animals and birds' nests; and all these are the handiwork of God. Through these he speaks to the children; but they may not recognize his voice, nor understand his language without an interpreter. And the mother is, by God's own appointment, that interpreter. "The mother . . . should find time to cultivate in herself and in her children a love for the beautiful buds and opening flowers. By calling the attention of her children to their different colors and variety of forms, she can make them acquainted with God, who made all things beautiful, things which attract and delight them. She can lead their minds up to their Creator, and awaken in their young hearts a love for their Heavenly Father, who has manifested such great love for them. Parents can associate God with all his created works. The only schoolroom for children from eight to ten years of age should be in the open air amid the opening flowers and nature's beautiful scenery. And their only text-book should be the treasures of nature. These lessons, imprinted upon the minds of young children, amid the pleasant, attractive scenes of nature, will not soon be forgotten."—"*Christian Education,*" *p. 9.*

EARLY PHYSICAL TRAINING.

During this early period the physical welfare of the child demands careful attention. He must be healthy in order to make a success in any employment. As an animal the young child is one of the most helpless of creatures. It would starve if food were not supplied by some kindly hand. It is important that right physical habits be early formed. Dr. Wood-Allen, in a paper on the importance of physical training, says, "Habits of body are important, and we can no more take it for granted that the child will form good habits physically than that he will morally."

Dr. J. M. W. Kitchen speaks thus of the purpose of physical education:—

"The true purpose of physical training then is—

"1. To increase nutrition, and so supply a large amount of good blood.

"2. To strengthen the heart, so that this better quality of blood shall circulate in greater quantity through every organ of the body.

"3. To build up the nervous system, so that it shall carry the messages of the brain with accuracy and govern the movements of the muscles with precision.

"4. To create the erect and dignified bearing which in itself indicates the higher qualities of uprightness, courage, and self-respect, and which tends to produce in the individual the qualities represented by the attitude."

Froebel, that pioneer in child education, says:—

"Surely a great deal of rudeness, ill-mannerliness, and impropriety would disappear from our boyhood if we gave our boys regular, all-sided, bodily training."

"The physical, as well as the mental, should be properly cultivated and developed. The first and constant care of parents should be that their children may have firm constitutions, that they may be sound men and women. It is impossible to attain to this object without physical exercise."—"*Christian Education.*"

"A sound body is required for a sound intellect. Physical soundness and a practical knowledge in all the necessary household duties is never a hindrance to a well-developed intellect, but is highly important for a lady."—*Idem.*

We might multiply testimony on this point, but we think enough has been said to show the importance of physical training in the home. Much might be said on the value of pure air and of correct habits of breathing, sitting, standing, and bathing; but these

subjects have all been treated by our medical writers, Drs. Kellogg, Paulson, Lindsay, and others. Let us get their works and study for ourselves, and let all stand shoulder to shoulder, learning all we can from every source, that our children may be thoroughly trained and prepared for the responsibilities of life.

IMPORTANCE OF EARLY IMPRESSIONS.

The time to train the coming tree is when it first shoots forth. The time to form the man is in early childhood. This is why the child is said to be father to the man. Early impressions are never wholly removed. "As wise teachers, parents should labor earnestly for their children, leading them to co-operate with God. They should study carefully and prayerfully how to manifest kindness, courtesy, love, but not blind affection. True Christian parents are teachers in the home. . . . How startling is the proverb, 'As the twig is bent, the tree is inclined.' This is to be applied to the training of your children. Parents, will you remember that the education of your children from their earliest years is committed to you as a sacred trust?"—*Private Collection.*

One writer has told us that children are like soft wax, on which an image is most easily made. Age hardens the wax and the image remains. If it be a good image, blessed the work! If a bad one, how hard to remove it, and set the right one in its place. Even during the first weeks and months of the child's life, we must see to it that wrong habits are not formed. It is not definitely known at just what age a child will recognize the parent's dealings with it; but every mother knows, and authorities generally agree, that very early the child may be taught regularity as to feeding, sleeping, and rocking. Mrs. Frank Malleson, in her "Notes on the Early Training of Children," says: —

"Thus the training begins even in the first month of its existence, and continues as its life unfolds into a larger consciousness of the external world around it. Its senses become alive to more numerous and to different impressions; it suns itself in the love shown it, and soon answers the smile upon its mother's face — its education is begun!"

ASSOCIATION AND REGULARITY.

Perhaps there are no two words that so surely imply success in the early formation of right habits as regularity and association. The horse-trainer takes his colt, the dog-trainer his dog, and trains the animal to perform all sorts of seemingly intelligent tricks. We are so impressed with the results that we are led to inquire if these animals are endowed with the higher reasoning powers. The truth is, the success is due to the regular and oft-repeated experiences through which these animals are required to pass. In the same way, by the law of association, can a young child be taught those regular habits of life which are so essential to its own best good and the comfort of those who care for it.

Of course, all due allowance should be made for the sick, or weakly child, but even for these, regularity is usually best.

LANGUAGE AND VOICE CULTURE.

The foundation for literary taste is laid in the home. Household words and forms of speech cling to a person through life. Languages live, run their course, and die, bequeathing to their offspring words used most commonly by the mother with her children. Such household words the English got from the Anglo-Saxons, and they from the Goths; such words are in all the languages of Central and Western Europe, and in those of the Indian Asiatic countries; they are in the Greek and the Latin, for centuries dead, and in the Sanscrit, back of them all — everywhere witnessing to the influence of the home upon the speech of man. How important, then, that the language of the home be pure, and chaste, and sweet; and that rude expressions be banished from the conversation of the family. How important, also, from a literary standpoint, that the language of Scripture, in the King James Version everywhere acknowledged to be the purest "well of English undefiled," be often upon the lips of parents and children in the home.

And as for training the voice, "the very best school for voice culture is the home. Study in every way not to annoy, but to cultivate a soft voice, distinct and plain. Thus mothers may become teachers in the home. Mothers should themselves act like Christ, speaking tender, loving words in the home. Then opposite their names in the book of heaven will be written, 'Ye are laborers together with God.'"

Mothers, you may be training a voice to thrill the hearts of multitudes, and win men back to Christ.

Many parents and nurses seem to think, as the child comes to the period of learning to talk, that it will greatly facilitate matters if they introduce a dialect of their own; and hence they coin many new expressions, and so murder the simple English that it would sometimes puzzle a master to understand what they are trying to say. What effect does such language have upon a child learning to speak his mother tongue? There is no good reason why a child should not from the first learn to express his simple thoughts in pure, correct English. When he makes mistakes, simply give the correct form and have him repeat it, saying nothing about the mistake. If this rule is faithfully followed, the child will be saved future labor and embarrassment. He will have no trouble with his nouns, and verbs, and pronouns. He will naturally use the correct forms, and by and by when he takes up the formal study of grammar, he will learn the reason why he should use these forms.

The foolish habit of talking "baby talk" to the little child should be carefully avoided. Also, what might be called refined slang should not be tolerated in the family circle.

DEPORTMENT AT TABLE.

This is another point that should be carefully guarded in the early formation of habits. A child can be taught to sit in his high chair and manage his spoon and fork as well as the older children, if only care is taken in the beginning, and the other members of the family observe proper decorum.

Perhaps no one thing in one's early training stamps him as refined or uncultivated so much as his table manners. By gentle firmness and a recognition of the child's needs, he can be taught to wait patiently his turn to be served, to use his napkin even if it is only a piece of cotton cloth, and to take his bread and milk with as much grace and ease as if his napkin were of Irish linen and his food were taken from a king's table. Poverty is no excuse for boorishness, and if we desire our children to appear well in society when they are grown, we must see to it that they do the right thing at their own table, be it ever so plain and humble.

TEACHING SELF-CONTROL.

No one can teach what he does not know. Parents must learn to practice self-control before they can successfully teach it to their children. But the home is the best place to learn this important habit; and whatever the past may have been, it is never too late to mend, and no case is hopeless. Begin anew, pray for victory and wisdom, and trust in God.

"Parents, correct your children. Begin while they are young when impressions can be more easily made, and their evil tempers subdued before they grow with their growth and strengthen with their strength. . . . You should correct your children in love. Do not let them have their own way until you get angry, and then punish them. Such correction only helps on the evil, instead of remedying it. After you have done your duty faithfully to your children, then carry them to God, and ask him to help you. . . . Ask him

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to temper their dispositions, to make them mild and gentle by his Holy Spirit. He will hear you pray. He will love to answer your prayers. Through his Word he has enjoined it upon you to correct your children, to 'spare not for crying,' and his Word is to be heeded in these things. . . . Parents have a great work to do in this matter by correcting and subduing their children, and then bringing them to God and claiming his blessing upon them. By the faithful and untiring efforts of parents, and the blessing and grace entreated of God on the children, the power of the evil angels will be broken, a sanctifying influence will be shed upon the children, and the powers of darkness must give back."—*Review and Herald, March 28, 1893.*

"There has been with many parents a fearful neglect of duty. Like Eli, they fail to exercise proper restraint, and then they send their undisciplined children to college to receive the training which the parents should have given them at home. . . . If the youth choose the society of evil-disposed, and go on from bad to worse, then the teachers are censured and the school denounced. In many cases, censure justly belongs to the parents. They had the first and most favorable opportunity to control and train their children, when the spirit was teachable and the mind and heart easily impressed. But through the slothfulness of the parents the children are permitted to follow their own will, until they become hardened in an evil course."—*"Testimonies for the Church," No. 31, p. 25.*

INDUSTRIAL TRAINING ON THE FARM.

A home upon a farm constitutes an ideal industrial school. Here parents have the best possible opportunity to teach their children the elements of many useful pursuits. Such a home needs, from time to time, the services of a farmer, gardener, fruit-grower, landscape-gardener, floriculturist, carpenter, mason, painter, blacksmith, shoemaker, cook, housekeeper, dressmaker, milliner, bookkeeper, and nurse, and probably more besides. All these subjects should be taught and taught reasonably well, too. "But," the parent cries out in dismay, "I cannot teach half these subjects." If you cannot teach your children the elements of all these trades, you can at least put them in the way of learning them. No calling on earth demands so many-sided an education as does that of the farmer and his wife. And no occupation is more honorable or more important. You can provide the children with tools and books pertaining to these subjects, and they will learn of themselves. The expense will not be great, and you do not have to get them all at once. Buy a few carpenter's tools this year, and a shoemaker's repairing kit next, and a forge and blacksmith's tools next. And do not forget the girls. Get them some books treating upon their duties, and encourage them to make everything they need instead of buying it. You will save money by this method, and will give to the world men and women who know how to be helpful.

"Let them also learn, even in their earliest years, to be useful. Train them to think that, as members of the household, they are to act an interested, helpful part in sharing the domestic burdens, and to seek helpful exercise in the performance of necessary home duties. . . . It is essential for parents to find useful employment for their children, which will involve the bearing of responsibilities as their age and strength will permit. The children should be given something to do which will not only keep them busy, but will interest them. The active hands and brains must be employed from the earliest years. If parents neglect to turn their children's energies into useful channels, they do them great injury; for Satan is ready to find them something to do. Shall not the doing be chosen for them, the parents being the instructors?"—"*Special Testimony on Education,*" *pp. 37, 38.*

"Children trained to the practical duties of life, will go out from the home to be useful members of society. Their education is far superior to that gained by close confinement in the schoolroom at an early age, when neither the mind nor the body is strong enough to endure the strain."—"*Special Testimony on Education,*" *p. 41.*

WORK IN THE HOME.

Of necessity there is much work connected with the care of the home, especially where there are children. But children can be early taught to help in the work. Most mothers think they must wait till the children are eight, ten, or even twelve years old, before they can be of much help to them. But this is a great mistake. As soon as a child can walk and begin to talk, he can begin to wait on himself. He can be taught

to open and shut the door, to bring a thimble or thread, to put away his playthings, etc., etc.

Oh, it is a pity, and we rob the children of their just dues, when we fail to teach them to work, according to their age and strength. Activity is a law of life. Children must be active, and they like to be helpful. Let the baby sit in his high chair and wipe the spoons, even if you wipe them over after him. He will, as he grows old, learn to do it better, and will be so happy that he can help mamma.

Let the little girl sew on the buttons when the mending is being done. What if you do have to sew them on after her? you would have had to put them on any way. Why not let her have the pleasure of helping all she can? "But," the mother says, "it takes so much of one's time." Of course it does. Does she not know that it takes time to rear children? If she does not have the time, she ought to have thought of that some time ago. It is too late now to talk about not having time. What would you think of a lady who spent her money for some rare and beautiful house plants, and then let them die for want of water and care, because she did not have time to devote to them?

Perhaps there is no element more effective in character building than regularly graded work. Mrs. J. H. Kellogg, in an article in *The Mother's Friend* of November, 1895, says:—

"To keep a child out of mischief, we must guide its activities in some right direction, either in good work or play. Play is considered the natural prerogative of childhood, but both work and play are necessary for the formation of a symmetrical character. . . . Habit is a controlling force in human nature; if this habit of work be formed early in a child's life, there will be very little inclination toward a love of unoccupied leisure as the years go by. There can be no question as to the value of a love of work in a child's character, but most mothers overlook the fact that this element, like all other elements in character building, must begin very early in the life of a child."

Mothers often say it is more trouble to teach the children than to do the work themselves. That may be true, but it is not a question of time or convenience, but a question of duty to the child. It is an injury to the child, and an imposition upon society, to send forth a child into the world who is wholly dependent upon others. Every boy and girl should not only be taught the ordinary duties of the household, but should also have some trade by which, if necessary, he could gain a livelihood. It is the duty of parents to see to it that their children have at least that much capital with which to begin life.

"Thousands in their own homes are left almost uneducated. 'It is so much trouble,' says the mother. 'I would rather do these things myself; it is such a trouble; you bother me.'

"Does not the mother remember that she herself had to learn in jots and tittles before she could be helpful? It is a wrong to children to refuse to teach them little by little. Keep these children with you. Let them ask questions, and in patience answer them. Give your little children something to do; and let them have the happiness of supposing they help you. There must be no repulsing of your children when trying to do proper things. If they make mistakes, if accidents happen, and things break, do not blame. Their whole future life depends upon the education you give them in their childhood years." — *Private Collection, Dec. 15, 1897.*

TEACHING BIBLE TRUTH.

What an opportunity parents have of sowing the seed of Bible truth in the minds of their children while occupied in the daily work! We have often been told of late that the Bible must be the text-book in all studies. Now, how can we parents put this into practice in our work? It is a very easy matter if only we have the Word in our own hearts and minds. One day a little boy rather objected to doing his part of the family work. He was told that the Bible said if a man did not work, neither should he eat. This had the desired effect. Evidently the thought took hold of him, for he was heard a few days afterward quoting the same text to one of the brethren who was telling how poorly he was. He said he did not feel like working, whereupon the little fellow promptly told him that the Bible said if he did not work, he should not eat.

There is an excellent opportunity to impress on the minds of the children our duty in regard to paying tithes. Suppose we are picking berries, let one of the children keep a record. Every tenth quart belongs to God. Give them a notebook and pencil; let the pencil be tied to the book so it will be always ready; and whether it is berries, apples, potatoes, or cotton, see to it that the tenth is set aside for the Lord. Teach the texts at the same time. See Lev. 27:30–32; Prov. 3:9, 10; Mal. 3:8–10.

This also gives an excellent opportunity to teach number work. How many quarts in a gallon? How many pecks in a bushel? If we gather twenty-five gallons of berries in a day, what is the tithe? How much will we receive for our share if we sell our berries at six cents a quart.

One family has an egg basket for the Lord, and every time they get ten eggs, the tenth goes into the Lord's basket. Let us recall some of our first principles, and see how this kind of training will affect our children. "Habit is a controlling force in human nature. If this habit of work be formed early in a child's life, there will be little inclination toward a love of unoccupied leisure as the years go by."

Think you if a child in his early training forms the habit of giving the Lord the tenth of the seed and of the fruit of the tree, he will be likely to rob God in tithes and offerings?

Parents have an excellent opportunity to make the home school intensely practical. Number work, weights, and measures can be so woven in with the common work of the home and farm, that life will be a real experience, and the children will grow up with some purpose and aim in life.

PHYSIOLOGY AND HYGIENE.

"From the first dawn of reason the human mind should become intelligent in regard to the physical structure. We may behold and admire the work of God in the natural world, but the human habitation is the most wonderful. . . . It is therefore of the highest importance that among studies selected for childhood, physiology should occupy the first place. . . . All children should study it. It should be regarded as the basis of all educational effort. And then parents should see to it that practical hygiene be added."—*"Healthful Living," p. 13.*

This work must be done orally by parents in the home school; and to prepare themselves for the work they should read Dr. Kellogg's Physiologies, "Healthful Living," and "Monitor of Health." See all hints and suggestions in Part III of this volume.

TEACHING A CHILD TO KNOW HIMSELF.

Ignorance on this point is the rock on which many a tiny bark has been wrecked even before it was fairly launched on the ocean of life.

Man is fearfully and wonderfully made. Very early in life we should call the attention of the children to the works of God in the earth, and show them how dependent we are upon the constant care of our Heavenly Father.

"In the beginning God created the heaven and the earth." That includes everything in the earth; therefore God made the grass, trees, birds, fishes, and last he made man. All this and much more about these different objects, can be taught as a foundation, before the child is old enough to ask that ever-perplexing question of every child, "Mamma, where did I come from?" or "Where did you get me?" Sooner or later every child asks this question of some one, and every wise mother will anticipate the question, and will so fill the mind of her child with reverence for God in all his created works that when the child comes to her with the problem of his existence, she will be prepared to tell him the simple truth, and his confidence in his mother will be such that he will be prepared to accept her instruction.

The question is often asked, How old should a child be before he is informed on the mysteries of human life? Dr. Wood-Allen and other eminent authorities agree that when a child's mind is hungry enough for knowledge on this point to ask the question, he is old enough to receive a truthful answer. It is positively cruel and wicked to put a child off with some fabrication. Let Dr. Wood-Allen speak again on this point. She says: "I would rather tell a child the truth a year before it is really necessary than to postpone it five minutes after some one else had sown tares of evil thought in the virgin soil."

"'To the pure all things are pure,' and if we had been correctly educated, and if the thoughts of men's hearts were not evil continually, we would not be so embarrassed about these questions. . . . We speak of a symphony of Beethoven as a wonderful conception; we call a picture by Raphael a magnificent conception; and we never blush at thus denominating a creation of our mental powers. But if we come to speak of the calling into life of a human being, we are covered with confusion."

I wish the book "Teaching Truth," from which the foregoing extract is taken, could be placed in the hands of every mother and every church-school teacher in the land.

Talk with the children early about God and his created works; about the birds and their nests; about the papa and mamma robins with their babies; about the flowers and vegetables. Soak some peas or beans or corn, overnight. In the morning, on opening the bean, there we find the baby bean snugly wrapped up inside the mamma bean! We make the same discovery with the other seeds. All this is done before we have been asked for any light upon the origin of the human offspring. Plant some seeds in a small box in the window, and see how anxiously the children will watch for the appearance of the baby beans and peas. Always keep uppermost in the child's mind the wonderful power of God in creation.

It is a safe rule never to tell a child any more than is necessary to satisfy his curiosity. If he has asked the question, and you feel that he is almost too young to understand the whole truth, begin by talking about the seeds and the little chickens, and he will very likely become so interested in these that he will forget his question entirely. This will give you time to prepare for the next attack. You have satisfied his mind, have told him the truth, and have kept his confidence. This is progress. Every mother must study her children, for no two will ask these questions in the same way, nor at the same time of life; and all this must be taken into account in giving the instruction.

A SUGGESTIVE LESSON.

The following lesson was given by a mother to her two little girls, about five and eight years of age respectively. While the question referred to is not directly answered, the way for its answer was prepared, the children were satisfied, and they did not refer to the matter again for a long time: —

"Come, children, let us have a visit with Mr. and Mrs. Morning Glory and their children."

"Oh do, mamma!"

"First, we will go and get some morning glories."

"Let me go, mamma."

"Very well, you may get those that bloomed this morning. But suppose you get a whole plant instead of just a flower, and we will talk about it all together first."

"All right. I want to know something about the roots."

"This is a fine specimen. Let us see how the root looks. It seems to have one main root with ever so many little ones following it, trying to catch up, I suppose. What do you suppose the roots do for the plant, Agnes?

"I don't know."

"I know, they get food from the ground."

"Yes, they get food and moisture. I wonder if these little rootlets do anything else?"

"Well, I don't know what else they could do."

"On what do we stand?"

"We stand on our feet."

"Why, of course; the little plant must have something to stand on, too. The part that goes down into the ground we call the root. Now what do we call the part that goes up to the light?"

"We call it the stem."

"I wonder what good the stem does?"

"Oh, it carries the sap up to the flowers and leaves."

"Why, isn't that nice! The stem is a little water-pipe. Edna, let us cut off a piece of the stem, and see if you ever saw anything like it."

"No, I think not."

"Just imagine that this little piece is very much larger around, but no longer. See if you can think of any of your blocks that looks like it."

"Oh, yes, I know — the cylinder."

"Good for you. Then the stem of our morning glory is a long cylinder, is it not? We say it is cylindrical. That is a long word for you, I know.

"Let us learn something about the leaves next. How are they arranged on the stem?"

"One is on this side, then one on that side."

"We say when they are so arranged that they are alternate. These are a little peculiar, too. They seem to have little leaves coming out of the stem over the base of the other leaves. I should not be surprised if there is where Mr. and Mrs. Morning Glory are going to build their house. Let us go out to the vines and look them over carefully."

"Oh, that is where there is going to be a flower." [Pointing to the little leaf.]

"Yes, we sometimes find flowers there, but not always. Sometimes it is only a little leaf. We must hurry on. There are ever so many things we might learn about the leaves, but we want to find out about this family. Let us take this flower that bloomed this morning. We will call this pretty pink part the house. It is called the corolla also."

"Mine is blue with white stripes."

"And mine is pure white."

"Let us take the corolla off, and see what we find there."

"Oh, a little green cup."

"The green cup is the calyx. Agnes, count the parts of the calyx."

"One, two, three, four, five."

"We call them sepals. Edna, you may count the parts of the corolla."

"Well, it seems to be all in one."

"Yes, but the edge of it is divided. Count the scallops."

"One, two, three, four, five."

"These we call petals. Now let us carefully open the corolla, and see what we find inside."

"Oh, some little stems."

"These are the stamens. Count them."

"One, two, three, four, five."

"How beautifully it is arranged! And each part has a name, and a duty to do. We will call the stamens Mr. Morning Glory."

"Mamma, let me look at them with the magnifying glass."

"Oh-o-o! It is so pretty!"

"Let me look, too."

"What do you see on the stamens?"

"I know; it is yellow dust."

"It is called pollen. But we must find Mrs. Morning Glory and the children. Let us examine the calyx. What do you find in it?"

"Just one stem."

"That is the pistil."

"We will call it Mrs. Morning Glory. See how slender the pistil is toward the top, and how it grows larger toward the bottom. I wonder what there is in this little nest. The bottom end of the pistil is called the ovary, and it means egg-bed. You know I told you every living thing comes from an egg."

"Oh, do plants have eggs?"

"Do we come from a hen's egg, mamma?"

"No, not from a hen's egg."

"How interesting this is! When I am older, I am going to study botany."

"Why, you are studying it now!"

"Yes, but I want to study it more. It is so interesting to me, and I know so little about it. I want to teach it. My, if other children are as interested in it as I am!"

"In this egg bed tucked away so carefully are the little eggs, or seeds. But our visit is getting so long we must stop."

"May I go and get a rose, and examine it?"

And away she skipped, soon announcing that she could see the pollen without the magnifying glass.

We can only throw out a few hints, and leave each parent and teacher to seek God for herself, and lend a listening ear to all of nature's teachings. "If any man lack wisdom, let him ask of God, who giveth to all men liberally and upbraideth not." The Lord can teach us in all these matters concerning our duty to our children. We have been too anxious to seek help from doctors, from our brethren and sisters, and have failed to go to the fountain head for ourselves. Jesus was not ashamed to instruct the children when he was here upon the earth; he will not turn us empty away, if we seek him for light that we may be laborers together with him.

Our children and our young people are going in downward paths for lack of information that we parents ought to have given them. We are told we shall be held accountable for the evil we might have prevented. Then if our children go astray for lack of instruction which we ought to have given them, how shall we stand in that great day? What shall we say to the Chief Shepherd when he comes and says to us, "Where is the flock that was given thee, thy beautiful flock?" Jer. 13:20.

Doubtless many would like to know of some books to help in the home-school work, and we would suggest first the Bible and the Testimonies, "The House We Live In," "Teaching Truth," "Almost a Woman," and "Almost a Man." The last three can be obtained of the Wood-Allen Publishing Company, Ann Arbor, Mich. Price, 25 cents each.

BIBLE STORIES.

Children love stories. "Mamma, tell me a story," is the mother's golden opportunity. She must be ready to embrace it. No use to say, "I am not a story-teller." It is too late for that. The responsibility is upon her, and she must learn.

And she can learn. The necessity compels her, the motive draws her on. Bible stories, told in simple language which the mother best knows how to use, will powerfully impress the mind of the child for life.

They furnish just the material needed to lay the foundations of mental growth and moral character. The stories of Adam and Eve, of the Garden of Eden, of Cain and Abel, of Abraham, Isaac, and Jacob, of Joseph and his brethren, of Moses in the ark of bulrushes, of David and Solomon, of Daniel in the den of lions, of the Babe of Bethlehem, of the shepherds watching their flock by night, of the miracles and ministry of Jesus, of his death and resurrection, of his ascension and coming again — what are all the myths and fables and fairy tales of the world as compared with these as mental food for the child?

Let the mother, and the father, too, revive these stories in their minds. Let them read again the familiar lines, and brood over them until the thoughts fuse with their own simple language. Then, when the child's retiring hour arrives — that sweetest, holiest time in all the day — let thoughts of these sacred stories be latest in his mind before his eyes are closed in slumber.

In preparing for this work, let the mother turn to the suggestions upon Bible teaching in Part III; for all the instruction there given, and all the books there recommended, are as helpful to the mother as to the teacher.

But let no one depend upon these helps, and forget the Book of books itself. Its very language is no small factor of a liberal education. The mother should early read these stories to the child from the Bible, word for word where the language is easy, turning it into her own language if too difficult for the child to grasp.

"But continue thou in the things which thou hast learned and hast been assured of, knowing from whom thou hast learned them, and that from a child thou hast known the Holy Scriptures, which are able to make thee wise unto salvation through faith which is in Christ Jesus." 2 Tim. 3:14, 15.

PART III.

THE CHURCH SCHOOL.

Perhaps enough has been said in a general way about church schools in Part I, hence we will pass directly to consider the subject of a course of study for church schools. This part aims to make a plain statement of the work of each year in the school course, and to give clear and helpful directions to the teacher.

OUTLINE OF STUDIES FOR HOME AND CHURCH SCHOOLS.

The General Conference which met at Battle Creek, Mich., in April, 1901, passed a resolution recommending that church schools close their work at about the sixth or seventh grade, and intermediate schools at about the ninth or tenth grade. Probably six grades is as far as most church schools will need to go, especially as thorough work is to be done, and the Bible, nature, and industrial studies are very important, and will be new to most students. Parents and teachers should co-operate, therefore, in keeping the schools below the seventh grade whenever reasonable, in order that the teachers may do the greatest good to the greatest number. Students above the sixth grade should be encouraged to go to some intermediate school whenever they are old enough (fifteen or sixteen), if it is possible. But it will sometimes be found almost necessary and best to teach higher subjects than those found in the sixth grade; as, for example, when a church is able to hire two teachers, or when the school is small, and some of the lower grades do not fill, and a few pupils need higher work. In such cases, let work from the first grades of the intermediate school be chosen. The same principle will apply to the grading of intermediate schools. The following outline is the result of long study and experience. It has been compared with other outlines of experienced teachers in the denomination, and has received valuable suggestions from many teachers; hence it is believed to be worthy of consideration by all. It is based upon the supposition that the school will be conducted eight months each year. If the term is shorter, it will, of course, take more years to complete the work.

OUTLINE OF STUDIES.[1]

I. THE FIRST GROUP.

1. First Year, or Grade.

Bible, Physiology, and Nature.— Simple oral Bible stories. Ten subjects from the Old Testament and ten from the New Testament. "Healthful Living" for teacher.

Reading, Spelling, and Language.— Blackboard work. "Bible Reader," No. 1. "Best Stories from the Best Book," Part I.

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[1] For details and methods see "Outline by Subjects."

Number Work.— Oral. Simple problems. Drills.

Writing and Drawing.— With reading and nature.

General Exercises.— With entire school. Singing, calisthenics, busy work, out-of-door work.

2. Second Year, or Grade.

Bible, Physiology, and Nature.— Old Testament biography to settlement of Canaan. Principles of "Healthful Living" worked in.

Reading, Spelling, and Language.—"Bible Reader," No. 2. "Plant Life" and "Animal Life."

Number Work.— Primary work. Roman notation to C. Easy fractions, reading and writing numbers. Drills.

Writing and Drawing.— As in first year.

General Exercises.— With entire school.

II. THE SECOND GROUP.

3. Third Year, or Grade.

Bible, Sacred History, and Geography.— From settlement of Canaan to time of Christ.

Reading and Physiology.—"House We Live In." *Little Friend.* Rossiter-Amadon's "Physiology Reader" (in preparation).

Language and Spelling.— Hoenshel's "Elementary Grammar," pages 27–84, for third grade.

Arithmetic.— Sutherland's "Mental Arithmetic" begun. Keeping of simple accounts.

Writing and Drawing.— In connection with other work.

General Exercises.— Continued.

4. Fourth Year, or Grade.

Bible and Reading.— New Testament History, Life of Christ. For reading, "Christ Our Saviour." Bible Geography.

Physiology, Hygiene, and Nature.— Kellogg's "First Book in Physiology." Cady's "Parts of His Ways."

Arithmetic.— "Mental Arithmetic" and keeping of simple accounts continued.

Language.— Hoenshel's "Elementary Grammar," for the fourth grade.

Geography.— Morton's "Elementary Geography" begun.

Spelling.— Reed's "Word Lessons" begun.

Writing and Drawing.— Class organized, the subjects alternating.

General Exercises.— All grades together.

III. THE THIRD GROUP.

5. Fifth Year, or Grade.

Bible and Reading.— New Testament History. Lives of the Apostles. For reading, Bible selections, hymns, and *Youth's Instructor.*

Physiology and Nature.— Kellogg's "Second Book" begun. Bell's Language Series, No. 1, for reading. For teacher, Cady's "Bible Nature Studies," Chap. XI, on Man.

Arithmetic.—"Mental Arithmetic" completed.

Language.— Hoenshel's "Elementary Grammar," for the fifth grade.

Geography.— Morton's "Elementary Geography" completed. Mission studies connected.

Spelling.— Reed's "Word Lessons," Part II.

Writing and Drawing.— Continued.

General Exercises.— See Subject Outline.

6. Sixth Year, or Grade.

Bible and Reading.— Haskell's "Stories of Daniel and the Revelation."

Physiology and Nature.— Kellogg's "Second Book" finished. "Healthful Living." Cady's "Nature Lessons," subject, Man.

Arithmetic.— Sutherland's "Preparatory Arithmetic" (in preparation).

Grammar.—"Bell's Grammar," No. 2 completed.

Spelling.— Reed's "Word Lessons" completed.

History and Geography.— Elements of United States History. Morton's "Advanced Geography" to accompany history. *Missionary Magazine.*

Writing and Drawing.— Continued.

General Exercises.— Continued.

SUGGESTIONS FOR TEACHING THE DIFFERENT SUBJECTS.

BY MRS. FLORA H. WILLIAMS.

OUTLINE BY SUBJECTS.

[The following suggestions to teachers, applying the principles of Christian education to the teaching of each subject of every grade of church-school work, are from the pen of Mrs. Flora H. Williams, and represent the result of years of experience in actual church-school work. Wherever suggestions have been added, the writer's initials mark that fact.— C. C. L.]

BIBLE.

"The Bible should hold the first place in the education of our children and youth." "The entrance of thy word giveth light; it giveth understanding to the simple."

"If the minds of our youth, as well as those of more mature age, were directed aright when associated together, the conversation would be upon exalted themes."

"The understanding takes the level of the things with which it becomes familiar."

The Bible is to be "the groundwork and subject-matter" of all education. This certainly does not mean that each school will have its morning Bible class, and then proceed with secular studies without further reference to Bible truth. The principles of truth are contained in God's Word. Those principles we must

hide in our hearts, and then search in nature and in books for the related facts, constantly remembering that nothing *is* a fact that is contrary to the principle.

[" The Word of God is to stand as the highest educating book in our world. . . . We need to present it as the great lesson book, to place it in the hands of our children and youth, that they may know Christ, whom to know aright is life eternal. . . . If used as a text-book, in our schools, it will be found far more effective than every other book in the world."— *" Special Testimony on Education," p. 233, and " Christian Education," p. 108.* While "the Bible must be made the foundation of all study," sending us forth with right principles to guide us in our study of man and nature, and drawing us back to its sacred bosom for explanations of what we learn; yet it needs to be studied by itself and for itself. The child mind needs to be saturated with its spirit. In the church school the foundation should be laid, for all future Bible study. The study should not be pursued exclusively in a theological manner, by topics, collecting all the passages bearing upon any particular doctrine. This method is for maturer minds. The nature of childhood and youth suggests the proper method for church schools. Children delight in stories; young people, in biography and history. The children should begin with Bible stories, and advancing with biographical sketches of Bible characters, should, during the church-school period, cover the whole Bible historically; so that they may have a comprehensive view of the entire Biblical field, and be able to see events in their connection. Such a study interests all, converted and unconverted, if they can be interested in history and biography. And it gives abundant opportunity, in a natural way which should not offend any one, to teach all the spiritual and doctrinal truths which the Bible contains. For such a study, we have nothing better at present than Prof. G. H. Bell's "Bible Lessons," Nos. 1–8, which were used so long in our Sabbath-school work; and wherever the writer has gone this summer, ministry and laity have approved the suggestion to use these books in the school work.— C. C. L.]

FIRST GRADE.

For this grade simple Bible stories are selected, such as the story of creation, the fall, the flood, Abraham, Joseph, Moses, Samuel, David, the birth of Christ, the childhood of Jesus, and the work of Christ. Probably not more than two or three of these subjects can be taken up during the first two or three months of school; this depends materially on what subjects are chosen. Great care should be exercised in the selections made, in order that the reading lessons may be made to correlate with the Bible work. Stories of childhood appeal to the child as do also stories of creation. Every normal child asks, "how?" and "why?" Here is the place to lay the foundation of faith in God, or to strengthen it if it has already been laid in the home school. Many children have not had the advantage of a home school ordered by the Lord.

In the world the child is taught that the earth and man evolved, etc., but in the Christian school he is taught that "in six days the Lord made heaven and

earth, the sea, and all that in them is," and "the Lord God formed man of the dust of the ground."

The stories must be put forth in very simple form, usually telling the most of the story but sometimes reading portions of it from God's own Holy Word, and occasionally stopping to memorize a verse that will be especially helpful to the children. The teacher should never lose sight of the verses once learned; she should make a careful list of them, and review them till they become a part of the children. "This is the bread of life that came down from heaven." Teachers, let us properly feed the lambs of the flock.

The stories must be given in as lively and interesting a manner as possible, holding the children by occasional questions.

Children like detail; it makes the story more real to them. As much illustrative material should be used as is needed to make the story lifelike. When pictures are used, those must be selected that are true to life. To illustrate, the writer has seen pictures of the ark with several windows in a side; such illustrations cannot be otherwise than misleading.

Avoid the use of words which the children do not understand, and remember that "telling is not necessarily teaching."

The next morning the children should have opportunity to reproduce the story. After this it should be reviewed and re-reviewed till it cannot be forgotten.

Avoid giving too much. The teacher often overestimates the child's powers. The child mind can assimilate only a very small portion of mental food at a time.

During the latter part of the year the Old Testament is studied to the Tower of Babel. This correlates with Sutherland's "Bible Reader, No. 1."

The teacher should make use of reliable helps. The Lord has given to us an inspired commentary on the Scriptures; let us be thorough students of it. Make constant use of "Patriarchs and Prophets" in your own preparation for work in this grade. Much of what has been written with reference to this grade is just as applicable to the grades that follow.

[During the first year, Bible and nature study may be combined. The outline is adapted from Prof. M. E. Cady, and is based upon his "Bible-Nature Studies." The lessons are to be given orally, and made the subject of happy conversations with the children. There are twenty subjects given, which can readily be expanded into stories for a year's work, for only a little should be given at a time, and reviews should be frequent. The teacher should prepare for this work by a study of the Bible, of "Patriarchs and Prophets," "Desire of Ages," Bell's "Bible Lessons, No. 1," Cady's "Parts of His Ways," "Bible-Nature Studies," etc. Pictures from these or other books and blackboard sketches may be used; but the teacher should dwell upon each scene until she can make a vivid word picture. The notes are only suggestive. The teacher must supply the details. Lesson 1.—Creation of earth. (1) Evening. Earth in chaotic condition, represented as a place of turbulent waves and dense blackness pressing down upon them. Morning. Complete picture by representing entrance of light. (2) Division of waters and creation of firmament. Clouds above — waters below. (3) The appearance of land, and gathering together of waters, with vegetation. (4) Evening scene, appearance of moon and stars. Morning scene. The sun. (5) Introduce fowls of the air and fish of the sea. Lesson 2.— Creation of man and land animals. Illustration, the Garden of Eden. Lesson 3.— The Flood. Illustrations (a) ark on waters, (b) bow of promise. Lesson 4. — Abraham. Illustration, Isaac offered. Lesson 5. —Jacob. Night of prayer or wrestling with the angel. Lesson 6.— Joseph. Illustration, his dream. Lesson 7.— Moses, a deliverer. His birth. Lesson 8. — Life of David. The shepherd and flock. Lesson 9.— The prophet Elijah. Fed by ravens. Lesson 10.— Naaman, the leper. The little Jewess. Lesson 11.— Christ, the Saviour. His birth. Lesson 12.— Child life of Christ. In fields, shop, and temple. Lesson 13.—John, forerunner of Christ. Christ's baptism. Lesson 14. — Christ's first miracle. Turning water into wine. Lesson 15.— Christ and the mothers. Blessing little children. Lesson 16.— Parable of the sower. Sowing the seed. Lesson 17.— Parable of the fig tree. Picture of the tree. Lesson 18.— The tempest. Christ stilling it. Lesson 19.— Christ, the True Vine. Trellis and vine with fruit. Lesson 20.— Christ's crucifixion and resurrection.— C. C. L.]

SECOND GRADE.

A careful study of the Old Testament from the story of Abraham to the settlement of Canaan. With this Sutherland's Bible Readers, No. 2 and No. 3 (in preparation), will correlate. The work will still be oral as in the first grade.

Let the work be very thorough; we are laying a foundation for eternity; the memorizing of Scripture verses should be continued, selecting those which will be of practical benefit in daily Christian living; also some on special points of doctrine. The child should be taught how to make use of the "sword of the Spirit." The subjects of prayer and faith should be studied. "Not only were students (in the schools of the prophets) taught the duty of prayer, but they were taught how to pray, how to approach their Creator, how to exercise faith in him, and how to understand and obey the teachings of his Spirit." —"*Christian Education,*" *p. 62.*

[Much valuable help may be obtained by the teacher from Bell's "Bible Lessons, No. 2," though the child may not be able to read well enough to warrant placing the book in his hands.— C. C. L.]

THIRD GRADE.

From the settlement of Canaan to the time of Christ. This division also correlates with the proposed readers. Make the work practical. Let the children see the sure results of sin. The children should become acquainted with Elijah, Elisha, Isaiah, Jeremiah, Ezekiel, Daniel, Zerubbabel, Ezra, Nehemiah, and other Old Testament characters. We have often been asked, "What shall I do for an outline or guide to the proper order of events when I have reached the close of the reign of David?" This is where "Patriarchs and Prophets" drops the narrative. Few teachers have time to devote to the working out of a series of lessons without an outline from which to work. We, therefore, recommend, for the purpose of getting an outline only, "Outlines of Old Testament History," published by The Bible Study Publishing Co., Boston, Mass. Price 50 cents. [An outline may also be obtained from Bell's "Bible Lessons," Nos. 3 and 4.— C. C. L.]

FOURTH GRADE.

In this grade the life of Christ is studied, "Christ Our Saviour" as a reading book. Here again the Lord has given us an inspired commentary, "Desire of Ages," and it may be used as an outline by the teacher in making up her lessons. The lessons may be placed on the board by the teacher, copied by the pupil, and answers learned from the Scripture references. [Some teachers may prefer to use "Bible Lessons," Nos 4 and 5, covering the same ground, letting pupils have books.— C. C. L.]

"I am the living bread which came down from heaven; if any man eat of this bread, he shall live forever; and the bread that I will give is my flesh which I will give for the life of the world. It is the Spirit that quickeneth; the flesh profiteth nothing; the words that I speak unto you, they are spirit and they are life." Many direct quotations from the words of the Saviour should be memorized during this year.

Simple Bible readings should be prepared on practical and doctrinal subjects. There is no reason why our schools should not turn out Bible workers prepared immediately to enter the field. A beginning of this preparation should be made in the church school. One or two texts on a subject may be assigned to be memorized each day for a week; then the children may be requested to write questions suggested by the texts. Or, each child may be asked to learn a text on a given subject, and one recitation be occupied in repeating these texts; at the close of the recitation the references should be placed on the blackboard, and the children should be instructed to write from the texts for the next recitation. In preparing these readings, the children should be allowed to work at home if they desire, and thus the parents may also become interested in this line of work.

FIFTH GRADE.

The lives of the apostles studied. Bible readings continued. Also such work selected from the latter part of the New Testament as the teacher feels that she can make most practical.

[Bell's "Bible Lessons," Nos. 7 and 8, will certainly be helpful in this work, although they may be somewhat mature for pupils of this age. Only the easier portions need be assigned. If the teacher can secure a copy of "Sketches from the Life of Paul" (now out of print), she will be fortunate indeed, for she will find it a great help.— C. C. L.]

SIXTH GRADE.

[During this year, Bible and reading may be combined, using as a reader and study book, Elder Haskell's "Story of Daniel the Prophet." Allow no slackness or carelessness in reading. Cultivate a natural manner and a pleasant tone of voice. Hold familiar conversations about the matter read. Be sure it is all

understood. Let the pupils tell stories of Daniel as language exercises. Then let them write the stories for composition work. Review often. Impress the moral lessons of Daniel's life. Bell's "Lessons," No. 4, covers the ground of Daniel's life.— C. C. L.]

SEVENTH GRADE.

Old Testament history and biography.

The child has been growing steadily both in mind and body, during the preceding part of his church-school course. By this time both mind and body are making rapid changes; this seems a favorable time for a retrospective view. He begins to take a new view of things, and returns to the study of the Old Testament, seeing new beauties in it.

The pupils should be urged to use "Patriarchs" in the preparation of their lessons. This book also furnishes an outline from which the teacher may write up the lessons from the Bible.

[As the working out of these lessons will require more time than most teachers can give, a review of Books 2 to 5 is suggested.— C. C. L.]

Some teachers may prefer a text-book in Bible, rather than to make out the lessons themselves, in which case Bell's "Bible Lessons," Nos. 1–8, meet the needs. Much light has been received since the publication of these books, which must be studied in connection with them.

Grade I.— Selected from No. 1, Lessons 1–18.
" II.— No. 1, Lessons 19–52 and No. 2.
" III.— No. 3 and No. 4, and No. 5, Lessons 1–10.

Grade IV.— No. 5, Lessons 11–52, No. 6, and No. 7,
to close of Saviour's work on earth.
" V.— No. 7 remainder and No. 8.

[New lessons are in preparation for the Sabbath schools by the Sabbath-school Department of the General Conference Committee. These will cover Old and New Testament History, and will doubtless in due time be used in our church schools. It will be a distinct advantage when both schools can unite in studying the same series of lessons.— C. C. L.]

NATURE STUDY.

"While the Bible should hold the first place in the education of children and youth, the book of nature is next in importance. . . . God is a lover of the beautiful."—"*Special Testimonies on Education,*" *p. 58.*

"The true object of education is to restore the image of God in the soul;" hence the thought materials out of which character is built must be selected with reference to the restoring of that image. Myths, fables, and fairy tales will never help to restore the image of God. God's Word and works furnish the strong building materials out of which to frame a character that will stand the test.

Christ when a child "studied the life of plants and animals and the life of man. He lives to bless others; for this he found resources in nature. . . . Continually he was seeking to draw from things seen illustrations by which to present the living oracles of God. He gathered this spiritual teaching from the surroundings of his daily life. Thus to Jesus the significance of the Word and works of God was unfolded, as he

was trying to understand the reason of things. Every child may gain knowledge as Jesus did."—"*Desire of Ages,*" *p. 70.*

The result of a right study of nature is that the student is enabled to see God in all his created works. He will thus be led to love the Lord better, and to obey him more perfectly.

When studying creation, the nature study and Bible should be combined, as one could not properly be taught without the other. When the child learns that God said, "Let there be light and there was light," he should also learn something about light. When he learns that God made a "firmament in the midst of the waters," he should learn something of the waters "under the firmament" and the waters "above the firmament," or the ocean and the clouds.

We consider Professor Cady's "Bible-Nature Studies" an indispensable aid in the study of creation.

As other Bible subjects are taken up, the wise teacher will see related subjects in nature to study; for instance, when the flood is studied, the subject of rain naturally arises. When Abraham is studied, one naturally thinks of hills, valleys, flocks and herds grazing, etc.

In the study of nature, the climate, the season of the year, and the local circumstances must be taken into consideration. The time to study rain is when it is raining; the time to study snow is when it is snowing; the time to study an orange is when an orange is obtainable. Birds should be studied especially at nesting time, at migrating time, and at returning time. Plants should be followed through their life work, from the planting of the seed to the maturity of the seed.

In studying plants and animals, types of families should be studied first; by types of families we mean those that possess the main characteristics of the whole family, as, for instance, in sections where violets grow, the common blue violet. This will help the pupil better to classify the knowledge he gains later.

Use the subject studied constantly; study the apple, and not study about the apple.

Make the proper connection between the mineral and plant kingdoms, and between the plant and animal kingdoms; study each plant and animal in its own environment.

"Do not make jugs of the children into which you may continually pour that which is good." While this saying is true in all branches of study, it is especially to be heeded in the study of nature. Teacher, get your eyes open to the beauty and value of the wonderful things God has made, and help your children to do the same. Do not tell them anything which they can find out for themselves. One of the most valuable habits to be formed is the habit of close observation of those things with which we daily come in contact.

In nature study, as elsewhere, the Bible is to be made the basis; therefore, statements of the Scriptures are to be received and considered first, and that which we observe afterward. Eve made use of her senses, neglecting to place God's word first in her study of the nature of the forbidden fruit. This led her into deception, and has led countless millions to be deceived since. Accepting God's Word first, and then bringing in our own observations,— faith and then sight;— the result will not be false science, but true ideas of nature.

God's life is the center of the great circle of nature; and that life, whether represented in the lofty tree or the lowly blade of grass, the king of the forest or the mote in the sunbeam, is to be the central feature of nature study. Help the child to learn to hold "converse with leaf and flower and tree, gathering from each the secrets of its life."

"The fear of God is the beginning of wisdom; a good understanding have all they that do his commandments." Solomon's great wisdom began with the fear of the Lord. The Lord says, "If any man lack wisdom, let him ask of God." Solomon was given an understanding heart, so that he was able to understand beasts, birds, fishes, creeping things, plants, trees, etc. 1 Kings 4:33.

It can readily be seen that it would be impossible to lay out an exact course in nature, since local conditions would cause so many differences; therefore, let each teacher keep a record of the subjects considered with each grade, and let it become a part of the records of the school.

Some of the things which should be studied during the course are water, light, heat, air, soil, rocks, trees, fruits, seeds, propagation of plants, land, water, and air animals, and man.

"A practical knowledge of the science of human life is necessary in order to glorify God in our bodies. It is, therefore, of the highest importance that among the studies selected for childhood, physiology should occupy the first place."—"*Healthful Living*," *p. 21.*

Parents, teachers, are we doing our duty with reference to teaching our children how to care for their own bodies? We must teach them the fact that their bodies are the temples of the Holy Ghost, and that they must conscientiously keep them fit dwelling places.

During the first two years of the course, all the main principles contained in the book "Healthful Living" should be imbibed. Of course these thoughts will be given orally. The work will be mainly hygiene, rather than anatomy or physiology. The reading book furnishes ample physiology work for the third year. In the fourth and fifth, this work should be carried on in connection with the other nature work, giving to physiology a fair proportion of recitations. In the fourth, fifth, and sixth grades Kellogg's Physiologies are used.

For the work of the first two grades, the teacher should have two or three good primary physiologies at her command; much of the matter of these may be told in story form. However, never tell the child anything which you can draw out of him by skillful questioning.

The children should early learn proper combinations of food, something about healthful dress, and simple treatments. [See hints under the topic, "Physiology and Hygiene."—C. C. L.]

[The following are Professor Cady's suggestions for nature study in grades 2 and 3, the references applying to the book "Bible-Nature Studies," which should be in constant use by the teacher, but not by the pupil.—C. C. L.]

SECOND GRADE.

Light and heat, four weeks. Introduction, Lessons 1, 2. Earth in beginning, Chapter 1. Creation of light, Chapter 2, Lesson 1. Bible lights, selections from Lesson 2. Color of light, Lesson 3. Heat, Lessons 9, 13, and simple texts from 14. Air, two weeks. Creation of, Chapter 3, Lesson 1. Invisible, Lesson 2. Breath of life, ventilation, Lesson 8, eight questions. Blessings of, selections from Lesson 17. Water, six weeks. Gathering of, Chapter 4, Lessons 1, 2. Level surface, Lesson 4 simplified. Conditions of, Lesson 5. Uses, Lessons 11, 12. Review, Lesson 14. As symbol, Lesson 15. Dry land, three weeks. Appearance of, Chapter 5, Lesson 1. Surface, Lesson 2. Traveling on, Lesson 6. A treasure house, Lesson 10. Soils, Lesson 18. Purpose of, Lesson 19. Plants, nine weeks. Creation of, Chapter 6, Lesson 1. Light and heat necessary to, Lesson 3. Air and water necessary to, Lesson 4. Plant seeds and study development of, Lessons 37, 44, 45. Sun, moon, and stars, one week. Chapter 7, Lesson 1. Symbols, Lesson 9, simplified. Animals, five weeks. Water animals, Chapter 8, Lessons 1, 2. Air animals, Chapter 9, Lesson 1. Parts, Lesson 3. Eggs, Lesson 4. Nests, Lesson 5. God's care for, Lesson 7. Land animals, Chapter 10, Lesson 1. God's control over, Lesson 2. Man, four weeks. Creation, Chapter 11, Lesson 1, simplified. Man's relation to light, select from Lessons 2, 3. To heat, Lesson 4. To clothing, Lesson 6. To air, Lesson 7. To water, Lesson 9. The skin, Lesson 10. To dry land, Lesson 11. Bones, Lessons 12, 13. Muscles, Lessons 14, 15. Relation to plants, Lesson 16. The mouth, Lesson 17. The five senses, Lesson 20. Breathing, Lessons 22, 23. Exercise, Lesson 24. Food, Lessons 26, 27. Disease, Lessons 30, 31. Accidents, Lessons 34, 35. Relation to man, animals, and God, Chapters 12–16.

THIRD GRADE.

Review (and enlarge upon) the work of grade two, spending the same length of time on each subject, and adding in their appropriate places, the following lessons. (In many instances the grades could be united.) How different colors are made, Chapter 2, Lesson 4. How heat travels, Lesson 10. Air a sound conductor, Chapter 3, Lesson 11. How sound is produced, Lesson 12. Wind instruments, Lesson 14. Why objects float or sink, Chapter 4, Lesson 9. The water of life, Lesson 10. Water runs machinery, Lesson 13. Our country, Chapter 15, Lesson 3. Signs and seasons, Chapter 7, Lesson 6. Circulation of blood, Chapter 11, Lesson 5. Stomach, Lesson 18.

[In the fifth grade, lessons may be selected from "Bible-Nature Studies," which will combine with, and supplement, Morton's "Elementary Geography." In the fourth, Kellogg's First Book, and in the fifth and sixth, his Second Book, using the Nature-Studies and other books as suggested by Mrs. Williams for supplementary work.— C. C. L.]

READING.

"If teachers receive light and wisdom from the Divine Teacher, they will measure the relative importance of the things to be learned in school; the common, essential branches of education will be more thoroughly taught."—"*Special Testimonies on Education,*" *p. 165.*

A sweet, clear voice is something which should earnestly be sought for from the first. This is of inestimable value to any man or woman, but especially to the Christian worker. Some children's voices must be "toned up," and others must be "toned down." To do this the teacher must possess much God-given tact and patience.

"In reading or in recitation, the pronunciation should be clear, and a nasal tone or an ungainly attitude should at once be corrected. Every sentence should be clear and distinct, and any lack of distinctness should be marked as defective. Many have allowed themselves to form the habit of speaking in a thick, indistinct way, as if their tongue was too large for the mouth, and this habit has done great injury to usefulness; but if those who have defects in their manner of utterance, will submit to criticism and correction, they may overcome these defects."—"*Christian Education,*" *p. 125.*

Teach reading in all that the pupil reads. Why permit any pupil to disregard in any study that which he is taught to regard in another study?

The pupil should not be allowed to pass anything which he does not understand. He cannot properly read anything of which he does not know the meaning. If the teacher adheres strictly to this rule, the pupil will form the habit of requiring himself to understand everything he reads,— a habit of inestimable value to him in after life.

Let the pupils define the words from the context, if possible, but if not, carefully explain the meaning to the little ones. In older classes the pupils should look up the words in a dictionary.

Drill in getting an entire thought, and then expressing it with eyes off the book. This is valuable in securing good expression.

Use reading not too difficult for your pupils. Easy reading tends to ease, accuracy, and fluency.

Much depends on how the lesson is assigned. Enough time should be reserved in the recitation period to prepare properly for the study of the next lesson. Skill, originality, and the teaching art are required in order to assign a lesson in such a way as to awaken the most interest. This is one of the most difficult parts of actual teaching work.

The teacher should study the reading lessons; if she does not, the class will have poor instruction. The teacher must first be interested, if she would interest her pupils. The interested teacher plans her lessons with care, and studies diligently in order to be able to carry her plans into successful operation.

As soon as the pupil is able to do so, easy selections should be read from the Bible. Scripture reading should be a part of the work in each grade.

Poems should be selected from the *Little Friend*, *Instructor*, hymn books, and standard poets, to be used as reading lessons in the different grades.

FIRST GRADE.

The reading is to be drawn from the Bible work and nature studies.

The first lessons are a matter of much importance, because habits are to be formed, and unless right habits are established, much time will be lost, and in many cases the bad habits will never be changed.

Many children are allowed in reading to speak the words of the sentences each with a separate impulse of the voice. This is usually due to the fact that the child's mind is wholly occupied with deciphering the symbols, and not in getting the thought. From the first, the child should get the thought of the sentence in mind before he attempts to read it. Question on the thought until the child expresses it naturally.

The best method we have been able to find during years of searching is what some authors have been pleased to designate as the "thought method." This method combines the desirable features of all the others.

The "thought method" begins with the thought; the expression of the thought is the sentence; the sentence is made up of words; the words of sounds and letters. The child grasps the whole sentence as easily as one word, but by the time he has had three or four sentences containing partly the same words, he of himself begins to recognize the words. The teacher should always proceed in the way that to the child is natural; the sound comes next, and then the letter. He will get the idea of the parts of the word by slow pronunciation by the teacher, and will afterward learn the letters that represent the sounds; but this process should not be hastened too much. Take time to get several sentences first.

The script is learned first, because there is no difficulty experienced in passing from the script to the print. The pupil should write whatever he reads from the first; but do not be discouraged if his first attempts are exceedingly crude; he has done well, and deserves commendation, if he has even tried. Just at this point the timid child often lacks courage, and the judicious teacher will encourage him with words of approval for every effort made.

Perhaps the subject of creation is the one chosen by the teacher with which to start, and the teacher and pupils have talked of the great dark earth, without shape and empty, that was made out in space.

Then the question may be asked, "What did God make?" and the answer will come, "God made the earth." "Shall I say that on the blackboard?" or, "Shall the chalk tell that story?"

Of course all are anxious to see it written. The teacher writes the sentence, and the pupils read it, for they know what is to be written; this gives them courage for the next. Let the impression be made on the nerve of sight, and then erase and rewrite, or write in another place. Continue this process till this sentence is easily distinguished from any others that may be written. Possibly the next sentence will be, "God made the water." Whenever the object studied can be brought into class, it should be. At some other times, pictures may be available, and at other times the imagination must do the work; as, for instance, the earth as it was first created. The bright child begins to distinguish words immediately, and the others are not long in doing the same. But as he has begun with the sentence, he thinks in the form of the sentence.

"Make haste slowly" for a few weeks; for "the more haste, the less speed." After learning two or three sentences, the child will usually say "Yes," if asked if he does not want to tell that same story on the board.

Every sentence should be reviewed daily in some way until it has become so thoroughly a part of the children that they cannot forget it. The teacher must keep a careful list of the words used, for daily reference; the words should be combined in as many different ways as possible. Be careful to have the phrases, in such forms as "the light," "an orange," etc., spoken with one impulse of the voice.

By slow pronunciation, let the children distinguish the sounds, and as soon as they know the letters, which are usually picked up with little conscious effort, drill them two or three minutes a day in naming the appropriate letter when the teacher gives the sound. This prepares to begin spelling, and if persisted in for a few months, the hard part of spelling will "vanish like the mist before the morning sun." The long and short sounds of the vowels and the consonant sounds should be taught during the first five or six months of school.

The learning of the diacritical marks should begin after the child has been in school three or four months.

The vocabulary must be gotten with some reference to the words of the first book to be studied. When the pupil has a vocabulary of from fifty to one hundred written words,— this usually takes from six to ten weeks,— a book is taken up. Two books have been suggested for the work of the first year —

"Best Stories from Best Book," Part One, and Sutherland's "Bible Reader," No. 1. It will be advantageous to take the first twelve or fifteen lessons in "Best Stories" first; afterward, the work of the two books may be combined as the teacher may think best. The books not in use should be kept neatly piled with others of the same class on the teacher's desk. Both of these books combine the script and the print, so each is kept in constant use.

The pupil should use the blackboard as much as possible, as by its use the "muscular movement" of the arm is cultivated. Let the child adopt the right movement, because it is natural to him, instead of pinning him down to pencil and slate with ruled lines, where he cannot get other than a cramped "finger movement," in his effort to make his words look like his teacher's; and then after a few years of this sort of work, try to require him to unlearn what he has learned, and acquire a muscular movement. For the same reason, unruled, rather than ruled paper, is desirable for the first work. And if slates are employed, not the usual tiny pencil, but the large wooden slate pencil, should be used, for physiological reasons.

[I am heartily in favor of all that has been said about letting the children use the blackboard; but they cannot be long at the board, and should not be deprived of the benefits of slate work at their seats, for fear of their acquiring a "finger movement." They will probably use that movement at the board, if you do not watch them. At all events, they cannot use the muscular, forearm movement, so desirable in writing; for their arm has no rest. They are using either

a finger movement or a shoulder movement. The true, muscular movement of the forearm must, I believe, be acquired in later years.— C. C. L.]

The slate should certainly be accompanied with a sponge. Slates with cloth-covered frames should be obtained.

If your schoolroom is not amply supplied with blackboard, be the happy possessor of a few yards of cloth blackboard, yourself.

In the lower grades, new words (usually given at the head of the lesson) should be carefully worked out as a part of preparation for the new lessons. The pupil gradually gains the ability to do this, unaided. Do not leave your pupil in such a condition that he must either whisper or come to the teacher during recitation period to learn his new words.

Teach the children to spell the name of God with reverence.

Spelling should begin before the print is taken up. The old method of teaching was all drill, and comparatively little attention was given to the complete mastery of the thought. The new method swings to the other extreme, and makes thought-getting the sum and substance of school work; one of the natural results of this is a generation of poor spellers. We must find the "happy medium." The pupil must have the thought first, and then be drilled till that thought is well fixed in mind. There must be much review of spelling, and this is especially true of beginners.

The work may be varied so much that it becomes one of the most pleasant exercises. There should be a strong determination to make the pupil able to spell every word in a book, when he completes that book. This fosters in him the spirit of thoroughness, both in work and study. The work should be both written and oral. Our pupils must become competent spellers.

Large reading cards may be obtained from the Review and Herald, containing easy selections from Genesis, very useful for supplementary work in the first three grades especially, but valuable for sight reading in any grade.

SECOND GRADE.

"Bible Readers," Nos. 2 and 3, in preparation; "Plant Life" or "Animal Life," as supplementary. Florence Bass is the author of the two last mentioned; they are perhaps equally valuable, and are very interesting to children. The teacher is left to choose as best suits the needs of her school. Again, the plants and animals should themselves be studied — not simply studied about.

The suggestions under the latter part of first grade work will be found equally valuable for the second.

THIRD GRADE.

Since there is no book yet ready which will cover the same ground in the reading which is covered in the Bible study, we turn to that which we have found to be a most excellent book for third-grade pupils.

"The House We Live in," by Mrs. Vesta Farnsworth, is the best little people's physiology we have ever seen. Here, in connection with the reading, is opportunity for all the physiology work which should be given in this grade.

[There is in preparation a Physiology Reader which will be excellent for this grade as well as for the fourth and perhaps the fifth. It is written by Frederick Rossiter, M. D., Professor of Anatomy in the American Medical Missionary College, and is illustrated with colored plates by Miss Grace E. Amadon, Principal of the Battle Creek, Mich., church school.— C. C. L.]

There should be given much practice in sight recognition of sentences. This may be done by having sentences written on the board, and covered by a map, rolling the map to display one sentence at a time, then quickly erasing it. Or, by having sentences written or printed on strips of manilla paper, to be unfolded for an instant before the class, then folded again, the class reproducing from memory.

FOURTH GRADE.

"Christ Our Saviour" and "Sketches of Bible Child Life." Again, the Bible study and reading correlate.

Make lists of words which are commonly mispronounced, mark diacritically, and drill on the pronunciation.

Words should be selected, marked diacritically at seats, and brought to the class as written work.

FIFTH GRADE.

"Parts of His Ways." "All the vocal expression flows from the thought and feeling just as the stream flows from the fountain."

SIXTH GRADE.

"Story of Daniel the Prophet," "Early Writings," and Bible. We should be exceedingly particular not to let the children read carelessly solemn words, without getting their import. Let them see how these things apply to themselves.

METHODS OF TEACHING READING.

[The thought or sentence method of teaching reading, as set forth in the preceding pages, and as used by Mrs. Williams in her work, is a very effective method, as I can testify from observing its results. But some teachers may not be acquainted with it, and may fear to adopt it at first. It may be easier for them to grasp the "word method," which is also effective, and has its advocates. Personally, I would not be biased toward either method. But, in order for our teachers to become acquainted with both methods, I will present the "word method," adapted from a standard authority.— C. C. L.]

THE WORD METHOD.

A class of beginners is supposed to be before the teacher for the first time. The teacher is instructed to proceed as follows: —

Do not waste time by beginning too early to read. Make the pupils easy by giving them something interesting to do. Lead them to observe closely and to talk freely before the work of learning words begins. Encourage them to talk by telling them stories, asking easy questions, and showing them pictures and objects. After thus gaining their confidence and arousing their interest, select fifty words from their vocabulary, arranging them under the following heads: nouns, verbs, adjectives, adverbs, connectives. Begin with the word

method, introducing the phonic method later, when necessary. Choose a very familiar word, as bird, tree, boy, God, etc. Teach at first half a dozen nouns, using the blackboard, and proceeding as follows: (*a*) Present the object or picture, and talk about it. (*b*) Write the word in many places on the blackboard, using a neat vertical script, like that in "Best Stories" and "Bible Reader." (*c*) Drill in ready recognition. (*d*) Have pupils copy on slates. When these nouns are well learned, the articles "a" and "the" should be prefixed; and several simple adjectives appropriate to the nouns, such as black, white, good, should be taught. Then teach a verb, "loves" or "runs," in a similar way. Combine this verb with the nouns before learned, and have pupils write the sentences; as, "The boy runs," "God is good," etc. Go slowly, teach valuable moral lessons from these words, keep a list of all words learned for review, and add new words only as fast as those already used are learned. Lay a good foundation. From reading script, pass to print. Put the words for drill in both script and print on the board in separate columns, telling them that the print is only another way of making the same word. Let the teacher's script and print both be worthy of imitation.

PHRASING AND INTONATION.— Never allow the pupil to drawl. Do not let him read as though his voice were in his pocket, nor shout as though he were calling the cows. Get his mind full of the thought; help him to make a clean mental picture of what he reads, and to express it in an easy conversational manner. Train him to tie the words in the phrases;

as, " in the house," not, " in-the-house." Such phrases as " a boy," " a hat," " the bird," should be read almost as one word.

From Blackboard to Book.— Up to this point, only the blackboard and the slate have been used. About fifty words have been learned so thoroughly that the pupil can readily tell them when written or printed, either singly or in phrases or sentences, and he can write them himself into short phrases or sentences. This work has taken from six to eight weeks. Now the class may take up " Best Stories." Show how to hold the book, how to turn the pages, and how to find and keep the place. Teach the new words in script before taking them in the book. Complete " Best Stories," Part I, and " Bible Reader," No. 1.

Seat Work.— From the beginning, require every pupil to have slate and pencil. Rule each slate with some pointed iron instrument halfway down, with lines about one fourth of an inch apart, the remainder of the page being single ruled with base lines. Train the children to leave two blank spaces below each line of writing. The " seat work " will consist of writing from accurately written copy the words and sentences learned in class; making words and sentences from script or printed letters; making sentences from words written or printed on cardboard or blackboard; building words and sentences on the desk from sticks cut to uniform length from toothpicks. Every pupil should be kept busy at some profitable employment. Playing with sticks, marking with a pencil, or doing anything else with no definite aim should not be permitted.

Phonic Analysis.— " After a few words have been taught, develop phonic analysis by long pronunciation; i. e., pronouncing the word slowly and more slowly, prolonging each sound until the word is separated into its elements. At the end of five months, the child should be familiar with the principal elementary sounds. Test the pupil by giving him new words whose sounds he knows. When he cannot pronounce a word, have him sound the letters, if he can. If he cannot do that, sound the letters for him, and require him to determine the word from that. In later work, when he cannot pronounce a word, write it on the board, mark it diacritically, and require him to pronounce. As a rule, do not pronounce for him, if you can get him to do it first. It is a mistake, however, to keep the class waiting long in such cases. Teach the child early to build words by sound.

LANGUAGE.

Why do we study language? — " To be able to speak and write correctly," we have said since the time when we first heard of language study in school. But is it not true that language is often taught in such a way that the pupil gets only the shell and never finds the meat? Is it not true that many a person who has taken a full course in grammar and rhetoric, neither speaks nor writes correctly? It would be a happy thing if there never fell on the baby's listening ear anything but purely spoken language; then he would learn only perfect forms. But unfortunately, the average child's " chimney-corner grammar " is far from perfect. The first requisite, then, is that the teacher's own speech be perfect. Here, as elsewhere, "Be what you wish your pupils to become."

There is a phase of language work which is usually not recognized in the schoolroom. Perhaps the following texts will awaken thoughts along this line, which will be helpful: —

"But let your communication be yea, yea; nay, nay; for whatsoever is more than these cometh of evil." Matt. 5:37; see also James 5:12. "Should he reason with unprofitable talk or with speeches wherewith he can do no good?" Job 15:3. "Thy lips are like a thread of scarlet, and thy speech is comely." Song of Solomon 4:3. "Excellent speech becometh not a fool." Prov. 17:7. "Plainness of speech." 2 Cor. 3:12. "Let your speech always be with grace." Col. 4:6.

"In all things showing thyself a pattern of good works; in doctrine showing uncorruptness, gravity, sincerity, sound speech that cannot be condemned; that he that is of the contrary part may be ashamed, having no evil thing to say of you." Titus 2:8.

"In the multitude of words there wanteth not sin: but he that refraineth his lips is wise." Prov. 10:19. "A fool's voice is known by a multitude of words." Eccl. 5:3.

Thoughtful teacher, study these texts carefully, and also the references you get from them.

FIRST GRADE.

There will be much language work, both oral and written, in connection with the Bible, reading, and nature work. During the early part of the year, especially, there will be many conversations between teacher and pupils, and here the teacher has most excellent opportunity to work for perfect expression. She must use great care in correcting timid pupils; the corrections should be positive rather than negative.

Bible and nature stories should be reproduced in good form. Put your questions in such a way as to encourage the pupil to answer by the use of complete statements. By the end of the year, each pupil should be able to write his own name well, his post-office address, the names of his classmates, his parents, his teacher, and also anything occurring in his reading lesson. The teacher will experience little trouble in obtaining written sentences properly begun and properly ended, if she gives attention to the capital and terminal mark from the very first sentence written. When the pupils ask you a question, write it on the board, using the proper mark; speak of it as the question mark. Later on, the mark may be left out, and the children questioned, "What is wrong with this sentence?" Let them use their eyes, but keep their lips. They may whisper their answers to the teacher, and finally, the first one that discovers the omission may put in the point. This last serves as an illustration of work that may be done. Teach them to be careful about the use of capitals.

SECOND GRADE.

The work should still be continued with the reading and other studies from which the material is drawn. The child should copy parts of his reading lessons; the teacher should require care with reference to capitals and punctuation. He should also write from dictation, on the board; should tell the stories of the reading lesson in his own words; should copy stanzas of poetry, making the proper indentations. He should write short letters in proper form. Some of the letters will tell to absent friends things learned from Bible study and nature. Teach the use of is and are, was and were, has and have, saw and seen, took and taken, did and done, may and can, etc. They will be interested to write little stories from pictures.

THIRD GRADE.

The teacher should carefully study the needs of her class; and having found what is needed most, select her work with reference to that. Let it be mostly written work. Take work from the language books at hand; usually the teacher may have at her command several of these, simply for the asking.

There should be much composition work with subject-matter drawn from the Bible and nature. Children are interested in stories of life; biography is valuable to them in many ways. Let them write stories of the lives of Bible characters, of leading men of the denomination, such as Joseph Bates and Elder White; also little stories from carefully selected portions of the lives of other men; as, for instance, Benjamin Franklin.

Portions of state history will be given orally during this year, and will furnish material for written work.

To be required to give a complete synopsis of any lesson orally is one of the most valuable aids in gaining power to speak clearly and connectedly, and this should be done in all grades. Bible stories are the very best material for this work. It is easy to see that every class should be a language class.

Read to the children, and let them reproduce orally or in writing. Never introduce anything light, trashy, or frivolous, but let it be something that will teach truth. Keep out of ruts; "variety is the spice of life;" there should be plenty of "spice" and plenty of "life" too, in the work.

Assign the lessons in a concise manner, and see that they are prepared as directed. Do not give more work than the pupil can do, and do it neatly; the teacher must be firm in requiring neatness and care in the written work. Give much attention to correctness of form. Never put incorrect forms before the pupil. The correct forms of misused expressions on the blackboard, or on a card in a prominent place, will help to fix the right form in the mind. Study to form correct language habits.

Notice the office of different words. Be careful of your pupils' use of adverbs, pronouns, singular and plural verb forms, abbreviations, contractions, etc.

The most of the suggestions for this grade are as applicable to the following grades.

[Hoenshel's "Elementary Grammar" for the third grade is in perfect harmony with the foregoing instruction, and is recommended for this grade.—C. C. L.]

FOURTH GRADE.

In this year's work, use Hoenshel's "Elementary Grammar." The teacher should make a careful study of the book from beginning to end, as it follows an entirely different plan from other language books.

FIFTH GRADE.

Complete the elementary text begun in third grade. Do not seek to introduce much technical grammar, but rather study to teach correct forms of writing and speaking.

Teach the correct forms of lie and lay, sit and set; and the proper use of learn, teach, expect, guess, suppose, suspect, ought, better, nice, splendid, awful, dreadful, shall, will, like, love, stop, stay, etc.

Give a variety of lively drills, both oral and on the board. Writing from dictation is a valuable help. Study contractions and quotations.

Letter writing and composition work should still be continued. Let some of the compositions be written in letter form. The writing out of the leading thoughts of a selection is helpful in several ways. Give careful attention to penmanship, neatness, capitals, punctuation, margins, and indentations.

Bring in grammatical terms when needed, seeing that the word used is understood, but not seeking to impress an exact definition.

Up to this point, the children have had much drill in writing and speaking. It is reasonable to expect at the close of this year that they will have the mastery of regular verb forms and of pronouns. Also that they have acquired readiness in correct written work, spelling, simple punctuation, use of abbreviations and capitals, and forms of letter writing.

SIXTH GRADE.

Bell's Grammar, No. 2. Study the author's plan. Be thorough.

Composition from Bible, geography, and physiology. The value of the work is greatly enhanced by the recopying of the compositions after the teacher has marked the paper for correction. A blank book should be used for this permanent work. If the pupil not only sees but corrects his mistakes, he is much more likely not to repeat them.

NUMBER WORK — ARITHMETIC.

"Children should be educated to read, write, and understand figures, and to keep their own accounts, when very young. They may go forward, advancing step by step in this knowledge."

Numbers were invented, not that men might from them build up an abstract science, but to express real relations in life. "Just as physiology has been divorced from how to live well, and become the abstract 'science that treats of the phenomena of living organisms,' so numbers have been developed into the abstract science, arithmetic."

The question is often asked, "Are we to get all our problems in arithmetic from the Bible?"—Certainly not; the Bible is a book of principles, but does not by any means contain all the facts of truth with which the pupil has to deal. Get just as much arithmetic from the Bible as will help in understanding the Bible lesson. Get as much from the nature study as will help to understand that, and so with every other lesson.

The farmer boy and girl have many problems with which to deal: the numbering of the eggs, the weight of the butter churned, the pints, quarts, and gallons of milk, the quarts of berries picked, the pecks and bushels of apples and peaches, the number of acres plowed; the number of acres in corn, cotton, oats, potatoes; the pounds of cotton picked; and then the computation of values—not only of the part sold, but also the part used at home—at market value, and then the tithe on all. Teachers, if we properly educate the children with reference to tithes and offerings, there will be far less "robbing God." Also, the son and daughter of the carpenter, the mason, the lumberman, the merchant, the paper hanger, the dressmaker, will find many problems with which they ought to be taught to deal.

"If the man or woman of to-day needs to build pyramids or temples, let the boy or girl learn to compute dimensions, quantity of material, cost, etc., of the temples and pyramids; if, however, men and women need to build houses, paper walls, and carpet floors, let the boy and girl, while in school, learn how to make computations relating to these things. Let them learn how to compute accurately and record correctly and legibly; let them learn how to write notes and compute interest, and at the same time to keep out of debt; to deal justly with both the Lord and man."

Every boy and girl should be taught to keep careful account of every cent received and every cent paid out; to reckon his tithe and pay it. The Lord has told us that "bookkeeping should be looked upon as of equal importance with grammar," and also that children should be taught to keep their own accounts, when very young. Let us heed this instruction. The teacher should show the child some simple way of keeping a book, and see that he does it.

Excellent suggestions will be found in Gardner's "Fireside Accounts."

The manual training given in the schoolroom will give exercise in measurements, etc. Real thought and reason must be uppermost, not simply the process.

The subject of physiology will furnish many problems in arithmetic; for instance, comparisons of measurements of the different parts of the body, ventilation, food combinations, etc.

In all that is done in arithmetic, let the written work come only as the expression of what has been done mentally. It is difficult to pass from written arithmetic to mental arithmetic, but perfectly easy and natural to pass from the mental to the written. Remember what numbers were invented for. The teacher must adhere strictly to this principle, if she would succeed. The teacher cannot afford to get along without Wm. M. Giffin's "Supplementary Arithmetic." This is a comprehensive work on lines, areas, volume, and bulk; and also contains about sixty pages on "First Lessons in Percentage." It contains work for the first five or six grades, and follows the plan of measuring everything.

The parent and teacher should be satisfied to have the child as the Lord would have him, and not be constantly comparing with him some child in the public school. Not that our standard is in any sense lower than that of the public school, but it is entirely different. Our pupil is not to be expected to know exactly the same facts as the others; he will know many facts the other does not, and perhaps fail to know some that the other one does know. Our object is not the same as that of the public school, and therefore we should not expect or desire the same results. Our object is to educate Christian workers, and at the same time to qualify them to meet other actual, every-day duties.

FIRST GRADE.

The children should count and measure that which they can see and handle. The human heart appreciates that which it has found necessary to possess; therefore find necessities for number knowledge. They should learn the measurement of things which interest little children; such as, pints, quarts, pounds, pecks, bushels, inches, feet, yards, etc. Let these things be learned by actual measurement. The teacher will find far better results if he deals more with the "How much?" and not so much with the "How many?" Dealing with separate objects, as apples, oranges, nuts, sticks, etc., has its appropriate place, but do not let it monopolize too much of the time. Seek for mind growth.

Do not teach the fundamental operations simultaneously, but let each have its proper relation with the others. After 6 + 6 equal 12 is understood and mastered, 12 — 6 equals 6 presents no difficulties, neither does two 6's equal 12. Playing store at recess or at other times when it will not interfere with other work, allowing the children carefully to measure what they

sell and make proper change, will be found very helpful, as well as a pleasant diversion. It must not, however, be allowed to crowd out physical exercise so necessary to the body and mind. The teacher, or another person, must oversee the work, to avoid mistakes. For this work use toy money (Milton Bradley Co., Springfield, Mass.).

The child should have at the end of the year a good working knowledge of all combinations under 20. He should not be confined to these combinations, however. Let him deal with any number which his other work makes it a necessity for him to use. The moment of the child's strong desire to use, is the teacher's golden opportunity.

The pupil will learn to count and read numbers to 100. The child should learn to comprehend easy fractions, such as ½, ¾, etc. Cut up objects to get ideas of the parts.

The following exercise will be suggestive: How many peach blossoms are on this twig? (Eight.) You may have four of them, Jenny. How many have I left? What part of the blossoms did I give to Jennie? Give one half of your blossoms to Mary. How many has Jennie? Mary may give one half of her blossoms to Ruth. Tell me, without speaking, how many peach blossoms, I have; how many I gave to Jennie; what part I gave to Jennie. Show what I did with four blossoms (8 — 4), and how many I had left (8 — 4 equals). Picture with the chalk what Jennie did with her blossoms, etc.

Signs should be introduced and explained, as fast as the need of them is felt.

SECOND GRADE.

Combinations to fifty, but again the teacher must not feel that she is confined to that limit. See suggestions for first grade. Early in the year, the child should get some idea of grouping by tens. He learns to write numbers to 10,000.

Continue the measurements, bringing the child face to face with new difficulties, as he is able to cope with them.

Continue the work in simple fractions: ½ of 10; ½ of 14; ½ of 20; ½ of 3, etc. Part all whole numbers with which you deal, and by the time the subject of fractions is reached in a text-book, the pupil will meet it as a familiar friend. Let the multiplication table be taught by littles and concretely till, at the end of the second year, "Seven girls, each having done seven hours' work, have done forty-nine hours' work," seems as clear as "Two apples, at two cents each, cost four cents."

At first, add columns of two-place numbers, the sum of no column to exceed nine; and subtract two-place numbers where no figure in the subtrahend exceeds its corresponding figure in the minuend; by the close of the year, add short columns of three-place numbers, and subtract anything in three-place numbers. Also multiply by one figure.

Begin the work in "The Mental Arithmetic," pages 40–80. Let the work from the arithmetic and oral exercises always precede corresponding written work. Never use anything for a drill that has no thought in it for the pupil other than that of the mechanical process.

THIRD GRADE.

"The Mental Arithmetic," reviewed and continued. The book may now be placed in the hands of the pupil; or the teacher may still continue the work for another year, simply using the book herself, as in the first and second grades; this depends on how well the class has been previously trained in reading. If the class consists entirely of those who have already thoroughly learned the first part of the book, the review will be unnecessary.

Drill in fundamental operations. Use numbers of two full periods. But remember the principle that the concrete must precede the abstract. Drill until the pupil can read and write the numbers accurately. Mixed numbers. Give many problems like the following: —

1. At ten cents a pound, what will 3½ pounds of granola cost?

2. Find the cost of eight tons of coal, at $6.50 per ton.

Find the amount of cost when a number of articles are purchased by pound, quart, etc. Short division and simple examples in long division.

FOURTH GRADE.

Sutherland's "Mental Arithmetic," continued. Drill on written arithmetic; seek for accuracy and speed. Reproductions of fractions made mentally, with objects to illustrate.

FIFTH GRADE.

Complete "The Mental Arithmetic." Some work in decimals given during this year. The Bible and nature problems, which have been found too difficult for the preceding grades, may be solved. Such problems have been preserved in a blank book kept for that purpose. In percentage, begin with ten per cent, as the pupil has already been using ten per cent in paying tithe.

If the suggestions herein given are followed; if everything is worked out as directed, in both the mental and the supplementary arithmetic, at the end of the fifth year the pupil will be able to add any ordinary column of figures, to perform any given subtraction, to multiply or divide when the multiplier or divisor does not contain more than four or five figures, to measure and weigh and compute the values when no difficult fractions are involved, to compute the cost of wall paper or carpet required for any ordinary room, to compute the number of boards of a given length required to build a fence, to find the contents of a bin of wheat, to find the number of acres in any rectangular or triangular piece of land, to find the amount of lumber required for a floor, to find the amount of lumber in the four walls of a house, to write a note and reckon the interest on it, etc., etc.

SIXTH GRADE.

Sutherland's "Written Arithmetic," or Book 2, begun. The schools that begin their terms early this fall (1901), will be obliged to select some other practical arithmetic for their work, as the book suggested is not yet ready.

Study and apply the principles laid down for the preceding grades. Not only should this be done because the same principles apply to the sixth grade, but also because it is necessary for every teacher to know what has been taught in the grades below, so that she may be better able to review properly.

GEOGRAPHY.

In all our study of geography, God's geography should come before man's. The surface should be considered before the political divisions. The child should study the drainage, soil, climate, vegetation, animals, races of men, and last of all the political boundaries, cities, etc. The relief map comes first, and the political afterward.

The sight of the map should recall a great and vivid picture, which should glow with life and movement. Not only should we see in that picture, mountains and valleys, lakes and rivers, but also great forests, with tangles of vines and undergrowth; the whole alive with gay-colored birds, screaming and calling; with great serpents twining about the limbs of the trees, and wild animals roaming everywhere; and not far removed from these, strange-looking villages, with untamed, uncivilized men lounging beneath the trees, and dusky women engaged in some rude form of labor. Or, perhaps, the land we see is one filled with human activity; there are broad, well-cultivated farms, with fields of waving grain, and reapers busily engaged with great machines; there are beautiful villages nestled among the hills, and great cities, with their thousands of people hurrying to and fro,— bright, intelligent people, seeking for little besides this world's gain and pleasure. Or, perchance, the picture is cold and white, with now and then a seal raising its head, or a white bear searching for prey, and occasionally, a simple sledge drawn by dogs, and occupied by a single fur-robed and -hooded human being.

Test yourself, teacher; what do you see when you look at a map? Do you see patches of colored paper, with black lines and dots? or do you see hills and plains, plants and animals, and great numbers of people following their various occupations? One of the main reasons why the pupil has not clear ideas, is vagueness on the part of the teacher.

With the church-school pupil, one of the prominent features of the mental picture should be the army of souls without God and without hope. All geography should be missionary geography. Every land is a missionary field. A missionary is one sent to help. God has sent us all into this world to help. All the children should be missionaries now.

Every school should have a file of the *Missionary Magazine,* as should also every teacher; thus there will be two files for every school; these should be carefully preserved year after year.

FIRST AND SECOND GRADES.

The child begins to study geography as soon as he is old enough to notice the earth about him. While it is not best to have a distinct geography class for the lower grades, there are some things which should be taught as preparation for later geography work. (1) Directions: These should be taught in connection with the study of the sun, in reading or Bible class. (2) Place: the terms right, left, front, back, up, down, etc. (3) Time: Day, week, month, year, in connection with nature in reading and number classes. (4) Distance: in connection with the number work.

The idea of a map should be developed by making (1) a map of the top of the teacher's table, with the usual objects kept upon it; (2) of the schoolroom; (3) of the floor of the school building, if it consists of more than one room; (4) of the school grounds.

THIRD GRADE.

The pupil should carefully observe the land about the schoolhouse; let him draw maps of the natural features; he should also imitate these features in the sand. After a structural map is made, one may be made in which are placed streets, buildings, roads, and railroads. This is a slow process, as the pupil will add but little at a time to the map. These maps must be the expression on paper of his mental product obtained by actually having examined the surface, features, etc.

Next the different soils should be studied, and then the productions with reference to surface, soil, and climate; this includes food materials and building materials; then the local exports, imports, and manufactures; after this, roads, bridges, railroads, and local government.

Map of town, county, and State should be drawn during the year. The world as a whole should be studied, getting a definite idea of oceans and continents, large islands, and most important gulfs and bays, also a special glance at our own United States. This work should come during the latter part of the year.

Make use of the sand table; also of clay for molding, if it is obtainable in your locality. In the sand work, glass underneath the sand will help in making the rivers and lakes, flour will cap the mountains, and sprigs of green stuck in the sand will make the forests.

FOURTH AND FIFTH GRADES.

Morton's "Elementary Geography" is to be studied, beginning it in the fourth and completing it in the fifth grade.

Give short lessons, and require them to be thoroughly learned. Take time to make assignments in such a way that the pupil can readily learn the lessons. The first step to a lesson is what is sometimes called the step of preparation. In this step related ideas are recalled that new ideas may be gained by the aid of the old ones. To illustrate: Minneapolis has been studied as a commercial center; later there comes the study of Pittsburg, Pa. Many things relating to Minneapolis are recalled in order to see the likenesses and differences, and thus the better understanding of Pittsburg. Study the pictures of the book carefully, and introduce many others. Read to the class vivid descriptions of places and people studied.

The continents should be molded in clay or be made of pasteboard pulp or in the sand. Maps showing the surface should also be drawn. Outline maps with names of productions and animals written in their proper places are also valuable.

Attention should be given to spelling of all names used. By the aid of the Bible, "Patriarchs and Prophets," etc., the pupil should see the earth as it was before sin entered, and as it will be when renewed.

SIXTH GRADE.

Advanced geography begun. Let the pupil see something of the philosophy of geography. If he has not already seen it, he will now see that the climate and surface features largely make the manners, customs, and occupations of the people of any country. Many thoughts of this kind will have been worked out before this; let us encourage thought.

Make missionary geography prominent. [In the outline of studies it is planned to combine the elementary study of U. S. history with the geography work of this grade, studying the geography as needed to understand history. No book is needed by the pupil. The teacher may use any standard U. S. history. Fiske's is recommended. The General Conference Educational Committee hope to publish soon an outline, with instructions for the use of teachers in presenting U. S. history. The use of this outline is recommended.— C. C. L.]

PHYSIOLOGY AND HYGIENE.

[Adapted from the Nebraska Teachers' Manual.]

In teaching oral physiology only common names should be used, and the work should be made as simple as possible. The aim should be to give the pupil such a knowledge of himself as will enable him properly to care for his body, and to secure and maintain the proper use of his organs, rather than a scientific knowledge of the subject. The oral teaching should be conducted in a conversational manner, and may be used in connection with language. Use blackboard and outlines all through the work.

HELPFUL REFERENCE BOOKS.

"Child's Health Primer" (30 cts., Am. Book Co., Chicago).

"Hygiene for Young People" (50 cts., Am. Book Co.).

"Lessons in Hygiene" (45 cts., Am. Book Co.).

"Youth's Temperance Manual" (40 cts., Am. Book Co.).

"A Primer of Health" (36 cts., Silver, Burdett & Co., Chicago).

"Our Wonderful Bodies" (Book I., 30 cts.; Book II., 50 cts., Maynard, Merrill & Co., New York).

"Child's Book of Health" (30 cts., Ginn & Co., Chicago).

"Our Bodies, and How We Live" (65 cts., Ginn & Co.).

NOTE.— Every teacher should have at least one good modern reference book on primary physiology, different from that used by the pupils.

ADDITIONAL SUGGESTIONS FOR INSTRUCTION IN HYGIENE AND TEMPERANCE.— Pupils should be taught (1) to know what is right in the use and care of the body, and why; (2) to know what is wrong in the use and care of the body, particularly such wrong as may be near and threatening, and why; (3) to feel the obligation to do right in all that pertains to such use and care; and (4) steadily to choose the right, which is the main thing to be accomplished in studying hygiene. So far as the instruction relates to alcoholic drinks, stimulants, and narcotics, the great object is to develop and strengthen the purpose in children to shun them.

The necessary information about the evil effects of alcoholic drinks, stimulants, and narcotics may be obtained from such observations as the pupils have been led to make themselves from casual or unavoidable notice of such effects, and from judicious statements made by the teacher about such effects, as cannot be directly observed. Right choice in the pupil is determined somewhat by knowledge of what is right and what is wrong, somewhat by a desire to attain to strong and upright manhood, somewhat by stories of noble and pure lives, and very largely by the consistent and winning example of those who are near to him, particularly by that of the earnest teacher.

Stories which have a simple moral point well illustrated are adapted to the youngest children. Teach them how important it is to keep the body well and strong and sweet and beautiful, that the mind needs such a body, that we cannot hope to be comfortable and happy ourselves, or agreeable to others, without it, and that personal care in forming good habits and avoiding bad ones has much to do with the health of the body and, therefore, with successful living. If children thoughtlessly incline to make merry over the weakness or folly or misfortunes of persons visibly under the influence of alcohol, try to lead them into a truer and more serious attitude toward such things. Do this discreetly, privately, if necessary, so as to avoid the possibility of wounding any whom the advice is designed to protect. Tact and lovableness in the teacher will do more at this tender age of the child to determine his attitude toward things objectionable than any persistent dwelling upon details of disease and sorrow that may arise from their use.

FIRST AND SECOND GRADES — UNITED.

Simple, practical lessons should be given at least twice a week. Do not give them at haphazard, but prepare them beforehand, developing a logical and systematic course. Impress them upon the children in such a way that they will observe and obey the teaching.

Many teachers are anxious to give instruction in physiology as related to temperance, but they hardly know how to go about it. They are not supplied with proper text-books for younger pupils, and find themselves at a loss to know how to plan a suitable course of lessons for these lower classes. The following outline has already been used with good results. It is an outline only. It merely marks out the way, leaving the details and the manner of presentation to the resources and judgment of the teacher.

Go slowly, giving but little at each exercise, and review often. This outline will supply material for a year or two.

1. (*a*) Parts of body. Easy names only for beginners; touch and name the parts.

   (*b*) Uses of parts. Children should observe the direction and degree of the motion of the head and neck, trunk, arm, hand, fingers, leg and feet, and the principal uses of each part.
   (*c*) Care of parts. Each child should be taught to take proper care of his hair, eyes, nose, mouth, teeth, hands, feet, and nails. Cleanliness of the body and of the clothing should be insisted upon daily before the school exercises are begun.
2. Use of food; why needed.
3. Drinks; hot and cold, good and bad.
4. Why wine, beer, whisky, tea, coffee, and tobacco are bad.
   (*a*) They make the stomach sore.
   (*b*) They make the heart work too fast.
   (*c*) They spoil the blood and the brain.
   (*d*) They make the drinker bad.
5. Use of blood; its movements through the body.
6. Heart, arteries, and veins; kinds of blood in each.
7. Review No. 1, and add other names.
8. Review 3 and 4, and give stories showing the effects of strong drink and how the habit is formed.
9. The teeth; uses, parts, how to keep them sound.
10. Nature of alcohol; compare with water in appearance, and by tests before the school, placing white of egg in each, setting fire to each, etc. Carefully prepare beforehand.
11. Extend No. 8.
12. Use of muscles; their value to us. Alcohol

changes them to unhealthy fat; sends bad blood through them.

13. Why we breathe. Alcohol thickens the little cells; overworks the lungs.
14. The brain and nerves; how we think and feel and hear. Teach in such a manner as to lead pupils to value their senses and to take good care of them. Give lessons to increase the power of the senses. Tell how acute the senses may become, as in the Indian. Speak of the unfortunate people who are deprived of sight and hearing, awaken sympathy for them, and teach the duty of assisting them cheerfully and willingly at all times.
15. Review effects of drinks containing alcohol.
    (*a*) What strong drinks do to the heart: overwork it; make it tired; load it with fat; soften and weaken it.
    (*b*) What they do to the blood vessels; hurry the blood through them; stretch the little arteries; cause red face, red nose, etc.
    (*c*) To the blood: spoil the little disks; keep it from becoming pure in the lungs.
    (*d*) To the lungs: make them work too fast; thicken the little cells; keep in the bad gas; keep out the good air.
    (*e*) To the brain: make it become hard; stretch its blood vessels.
    (*f*) To the mind: spoil the memory; make it harder to think; weaken the will; make people selfish; make drinkers want more and more alcohol.

Make much use of the pictures and illustrations in books and charts and manikins if you have them.

The following subjects will suggest additional oral lessons: —

EARLY CHILDHOOD.— A child's helpless condition. Who took care of him and preserved his health? — Mother, father, grandparents. Dangers to the body: fire, matches, some playthings, poisons, etc. Care of body: feeding, bathing, clothing.

HOW TO EAT.— Chew food well. Do not eat or drink too much. Eat slowly. Food and drink should not be too cold nor too hot; as hot drinks, ice water, etc. Avoid green fruit. Do not eat too often. Do not use tea nor coffee nor meat. Show why. See "Healthful Living."

CLEANLINESS.— Teach cleanliness in dress and person. Nails, teeth, ears, etc. Give instruction about bathing.

EXERCISE.— Sit, stand, and walk erect. Exercise not too long nor too violently, as jumping rope, running, etc. After play avoid sitting down in open air or in a draft to rest. Necessity for extra clothing when exposed to cold.

OUR BODIES.— What they do: talk, move, rest, sleep, eat, drink, bathe. Parts: skin, flesh, bones. Explain fat and lean. Experiment: bone in acid or fire. How made to grow: by exercise, play, and work. By what we eat and drink.

NARCOTICS AND STIMULANTS.— Talk with pupils about food. Show that alcohol, tobacco, tea, and coffee are not foods. Men live without them; other animals do not use them. Contain poisons, nicotine, theine, caffeine. Water the only proper drink; all animals drink it.

BLACKBOARD COPIES.

My parents took care of my health.

I must now learn to take care of my own health.

Keep the skin very clean.

We must not let our bones bend out of shape, for they may stay.

Muscles grow strong by use.

It is best to exercise in the sunlight and pure air.

Alcohol and tobacco cause disease and shorten life.

Tea and coffee make people nervous and cause headache, etc., etc.

SPELLING.

Spelling is a subject of much importance, and should be given time and attention; both written and oral spelling should be a part of the work in each grade. As every class should be a language class, so every class should be a spelling class. If faithful work is done in this way, the pupil will form the habit of seeing every word he meets in such a way that he will know how to spell it, even though his mind is on the thought and not on the spelling.

A plan considered by many teachers better than that of using a book is as follows: —

The teacher selects a given number of words, perhaps ten, from the reading and other lessons, and writes them on the board; the pupils copy into substantial little blank books. These books should be uniform, and the teacher should have one also; there should be a definite place for each lesson, and that lesson found in that place in every book; there should be stated times for review in spelling unless there is time for definite review each day. The reviews may be conducted orally, but be sure that each member of the class can spell all the words given.

Below the fourth grade no spelling book should be used; the child's written vocabulary is increasing very rapidly, and it is enough to expect him to learn all the words actually used.

Never permit a child to see a misspelled word if it can be prevented. Have him rewrite his own misspelled words. Give attention to phonic drill. (See suggestions under first-grade reading.) Give variety to the spelling work and make it a pleasant exercise.

Be sure that the pupils know the meaning of the words they spell. Make free use of the dictionary; the smaller dictionaries are better for children than the larger.

Let the pupils keep lists of words correctly spelled which they once misspelled. Require the lesson to be pronounced by the class before reciting it.

[In grades four, five, and six, use Reed's "Word Lessons" in separate classes as outlined by grades. The work is admirably arranged; follow the plan closely, and be thorough. Have pupils learn everything in the book; there is no useless matter. If pupils in fifth or sixth grades have never used the book, let them review until they reach the part assigned to their respective grade. On new matter, two days to a lesson is none too much study. Spell orally and by writing — orally for articulation and syllabication; by writing, because that is the way people spell in real life. Have an old-fashioned "spelling-school" occasionally, and "spell down;" but do not "take places," nor give "head marks" nor rewards. The motive is wrong.

Encourage the use of the dictionary in all these grades. Teach the pupils to run no risks of misspelling, and to look up all words about which they are in doubt, as to spelling or meaning. There is scarcely a habit more important for students to acquire. An "academic" dictionary is best for meanings and general reference. Miles's Pocket Dictionary is highly recommended for spelling and pronunciation. Keep up constant practice along the lines already indicated. The school cannot excel in spelling if the teacher neglects it. Test pupils many times daily in connection with other lessons.— C. C. L.]

WRITING.

The writing begins with the reading. (See suggestions under first-grade reading.)

Attention should be given to proper movement and to correct holding of pencil and chalk. Let the habits formed be correct ones, so that nothing need be unlearned.

The first work should be on the board; but something is necessary for seat work; the tablet is preferred, but the slate (under proper conditions) may also be used.

Pen and ink may be introduced as early as the fourth grade. A large number of recent authorities agree that the vertical system of writing is preferable; but whatever slant is used, let it be uniform in the pupil's work. Test his words by drawing lines through his letters to see if they have the same slant.

We believe better results are reached without copy books, if the teacher has tact, ability, and a good idea of the proper form of letters. Copies may be written on the board with the class observing; the teacher then passes about calling the attention of the pupils to their mistakes, and where necessary putting the copy on paper. Teach the pupil to criticise his own mistakes. Common foolscap paper sewed into convenient form should be used. Copy books are very convenient and useful for studying the copy, but do not encourage freedom of movement. If they are used, there should be much practice on foolscap.

In written exercises do not allow any careless writing. Because of neglect on this point much has been lost. Every line that the pupil writes should be written carefully.

For order of letters, consult any good system of copy books. Give kernels of truth in copies. The alphabet should be carefully written at the top of the board for reference in schools where there are small pupils.

[To teach a good handwriting is one of the most important functions of the school. It can and should be done. The analysis of letters into principles is of little value. The correct forms of letters can be more easily fixed as wholes. The question as to whether writing should be vertical or slanting is not a vital one. Any one can change the slant of his writing by changing the angle of the paper to his pen. The essential point is that the slant be uniform. To test a line of writing, draw lines through the right-hand strokes of all the letters, exactly parallel to the strokes but extending both above and below the letters. Observe whether these lines are parallel to each other. They should be so. Teach the children to test their own writing in this way. See this test applied on last page of Reed's "Word Lessons." As the vertical script is used in both the primary readers and in the speller recommended for our schools, it is probably best to adopt that system, though it should not be insisted upon if parents seriously object.

Pupils should begin the script form of the letters at once upon entering school. Their slates should be ruled one half the way down with lines one fourth of an inch apart, the rest of the way three fourths of an inch apart. Teach the children to write on every third line where the ruling is close, and to make their writing the same height and just as even when they come to the wide ruling. Use this idea in connection with all work done on ruled slates or paper.

Allow no careless writing. Let all writing be carefully done, and carefully inspected. The older pupils may assist the teacher in this work for the little children. The writing of the first three grades will be done as seat work in connection with reading and other lessons; but a writing class should be formed for the higher grades, and a careful, systematic course of instruction followed. Let individual work be done, each pupil progressing as rapidly as he is able. General instruction may be given from time to time. The teacher should be persistent in requiring each pupil to sit in good position, and to hold his pen

properly. The muscular forearm movement should be taught after the forms of the letters are fixed, and the finger movement discontinued or used but slightly.

One difficulty in the way of conducting a successful writing class is the propensity of some to break or lose pens, ink bottles, books, etc. Again, in cold climates the ink freezes, and bursts the bottles, or is spoiled. To avoid all these perplexities, let the teacher take charge of all materials. A low tray or box with a handle, or a market basket, should be provided for the ink bottles, which should be distributed by a monitor at the beginning of the writing period, and gathered at the close. The ink may then be placed by the stove at night, or if the weather is severe it can be taken home by some careful person and put where it will not freeze. The copy books should be gathered and kept in the teacher's desk. So also the penholders, for which a small thread box or shoe box should be provided. A slip of paper containing the owner's name should be pasted on each ink bottle and penholder. This work should be done by the pupils, under the teacher's direction, and should be made the occasion of teaching lessons of neatness and order. Sanford's black ink, which writes black, flows freely, does not mold nor offset, is almost indelible, and is not injured by freezing, is recommended. Also the Barbour Ink Tablets, which give good satisfaction, are cheap, and may be made into ink as needed. Any good system of vertical writing may be used, but Ginn & Co.'s "Medial Writing Books," which preserve a slight slant, are recommended. In the average school, where the teacher is pressed for time, I would have but one class for the last three grades, and would use copy books.— C. C. L.]

DRAWING.

The ability to illustrate with pen, pencil, or chalk is of great value to the Christian worker; therefore the matter of drawing is an important one for the children, and this work should be entered upon at least as soon as they enter the school.

It may be urged that many of the teachers have no natural ability in drawing, and therefore cannot teach it. Here is certainly a study where the saying, "No teacher can ever teach all he knows of any subject," does not hold good to the letter, for children with some natural talent do certainly rise higher than the teacher in ability to execute. But while this is true, the teacher should not only study, but practice, to get hold of the principles of drawing. By patient, persevering effort she may do much to put herself in a place where she may better aid her pupils in this line. For this the "Practical Drawing Series" of Webb, Ware, and Zaner, is recommended.

The drawing should be from objects, and, as far as possible, from nature. This of course does not include physiological drawing. When the banana is studied in the reading or nature lesson, it should be drawn, the object being placed in position for the whole class.

Also encourage the children to express the thoughts in their own minds with the pencil. We have heard children tell a story, at the same time sketching it with chalk; when they had finished, the chalk picture told the whole story — at least all the essential parts.

Little children love color, and should have boxes of water colors; not the five and ten cent boxes containing unnatural and poor colors, but those that may be combined to make the beautiful colors of the flowers, fruits, and leaves. We must not forget that drawing and painting are modes of expression. Let the child express himself in as many ways as possible.

The copying of drawings is useful as "busy work," and educates hand and eye. Every teacher should have a supply of drawing cards; these may be purchased or may be obtained from teachers' journals, and glued on cardboard.

Since the nature study must of necessity vary greatly in different localities, it is impossible to lay out by grades a course in drawing.

There will be mechanical drawing in connection with some of the busy work and the manual training; geography and physiology also furnish much drawing.

[In grades four to six I would have drawing alternate with writing, using Webb's "Practical Drawing." — C. C. L.]

SINGING.

There should be exercises in singing every day. First, singing is one form of worship, and should be connected with morning worship in the schoolroom.

"Christian Education" says of the schools of the prophets, "The subjects of study were the law of God with the instruction given by Moses, sacred history, sacred music, and poetry."— *Page 62.* From the same book we read, "Music forms a part of God's worship in the courts above, and we should endeavor, in our songs of praise, to approach as near as possible

Laura Clement. "Laura" Tong Selma Small.

to the harmony of the heavenly choir." In order to come anywhere near this standard of perfection, training is necessary. There should be drills and a study of the principles of music.

Our songs should be "songs of praise;" besides the regular Sabbath-school collections, there are many little nature songs which are entirely appropriate.

Singing is restful, and should be placed on the program at the point where the pupils need rest and change.

[Singing may be frequently introduced as a general exercise, where it cannot be made a subject for regular class study.— C. C. L.]

A collection of carefully graded hymn music without words, prepared by Miss Grace Amadon, may be obtained of the Review and Herald for 15 cts. This collection is valuable for teaching children to sing our standard hymns.

A good book for a singing class is Palmer's "Choral Union," published by Bigelow and Main, Chicago.

CALISTHENICS.

Calisthenics should be conducted at such times as pupils need rest and change. They should be given breathing exercises with plenty of pure air in the room.

The pupils should be taught proper position in standing and sitting, and carefully helped to assume that position both for the sake of health and because God created man in his own image — beautiful. Let us seek perfection.

A good manual for the teacher's use is Smart's "School Gymnastics," price 30 cts.

"BUSY WORK."

There must be plenty of seat work provided. The need of busy work is felt most strongly in the first half of the first year's work, but work should be provided for all. Some pupils will learn a given lesson in one half the time it takes others to do it. There should be no idleness; "Satan always finds work for idle hands to do." Tact and ingenuity are required on the part of the teacher. We will suggest a few points, and leave the rest to the originality of the teacher.

There should be a box of drawing cards, a few good books on subjects of geography or nature, a box of cuttings taken from papers and magazines, a box of literary cards containing gems of thought from different sources. The teacher should be satisfied that the pupil has his lesson before he is allowed the other work.

The little ones should have "cut-up" pictures which they carefully fit together. For sentence building they should have cards containing the parts of the sentences of their reading lessons; later, cards with one word on each, which may be made by the teacher from ordinary cardboard, and can be bought in large sheets at a cost of four or five cents; the teacher will find many uses for it. Later there should be alphabet cards for word building.

Paper cutting and folding exercise a new set of faculties, and give a change.

Easy drawing cards are useful; also drawings made from nature and properly colored.

But do not expect the child to take an interest in anything that you do not take time to examine.

Busy work is not given to occupy the child, it should always be educative.

The teacher needs to have rulers, colored pencils, and scissors; for lists of all such articles, see A. Flanagan's catalogue, Chicago, Ill.

PICTURES.

Useful pictures may be cut from papers, magazines, and advertisements, and glued on pasteboard; these may be made very serviceable in Bible, geography, nature, and language classes; they should be classified according to their use, and kept in separate flat boxes for convenience. Watch for advertisements of pictures of natural scenery, noted resorts, etc.; these are often sent out by railroad companies for a few cents, and may be made of much value to the school. One may also obtain good maps in this way.

DECORATION.

The schoolroom should be made a place so attractive that the pupils will enjoy being there. A room with dark floor and walls, and dingy windows, and nothing to break the monotony, is indeed a dreary place.

First, let the house be neat and clean, and finished as pleasantly as the patrons can afford. Then let the teacher be dressed neatly, plainly, healthfully, and cheerily; there must be no pride displayed in her dress, and yet no carelessness nor untidiness. Her very appearance will indicate that she has taken the light God has given her and made good use of it. That teacher will desire to see the place made as homelike as possible, and will set herself about the task.

She will perhaps think first of curtains; white is preferred, and material good enough may be obtained for four or five cents per yard; let them be airy and graceful.

Evergreens, cardboard, and pretty colored paper may all be used; but it is more especially the mottoes and pictures of which we wish to speak.

Mottoes may be made on paper, on cloth, or with evergreens; scriptural words and other gems of thought should be used. Some should be written on the blackboard; these may be changed often. Keep good thoughts before the pupils constantly.

If the blackboard is high, it may be neatly finished at the top with blackboard border made by the use of stencil patterns.

If teachers and pupils watch their opportunities, they may obtain with little expense many really good pictures, not cheap chromos; sometimes they are small, and must be tastefully grouped on white cardboard. A nice effect may be had by cutting out and arranging on cardboard back the colored plates from flower catalogues. These may be framed with cardboard decorated with pretty leaves or paper designs.

But in places where there are high winds, something durable must be had. Wooden frames may be made; for a very small price common molding may be obtained at the lumber yard. The children will gladly sandpaper it, and help to decorate it. A mitre box and saw are necessary in cutting the molding, but every carpenter has them, and they are usually willing to help the school and the children. The frames may be painted in white and gold or black and gold.

A little paint goes a long way. Artists' tube paint is easily obtained, and one tube is sufficient for several frames. The prettiest frame we have seen made for schoolroom use was painted with gold and black, the black part being varnished and sprinkled with flitter while wet.

Frames may be made of rough boards, and covered with white cotton wadding; or they may be painted with white house paint, and sprinkled with rice or sago while wet.

GENERAL SUGGESTIONS.

The teacher of the more advanced pupils should study carefully the work of the lower grades, that she may know what work has been done or should have been done, and thus be able better to review and fill in deficiencies.

The teacher of the primary grades should study the course laid out for more advanced work so that she may better understand for what she is laying the foundation. The principles laid down are usually applicable to all grades.

Seek God for light; no one person has all the light God has given to his people. Gather up the rays of light, and let them shine forth. Light given becomes to us a talent upon which we are to trade, and it will become more and grow brighter. When you see necessity therefor, carefully and prayerfully urge upon your pupils the necessity of putting into practice every truth gained in their study; show them the danger that

attends the rejection of light. Study this matter carefully for yourself, and see that you are living in accordance with every ray of light.

Be sure to give the little ones their due proportion of time and classes.

Do not fail to read and study all prefaces, appendixes, and suggestions by the authors in the text-books used.

In all classes there should be examinations, written or oral as the case may demand, that both teacher and pupil may see deficiencies, and labor to remedy them.

Reviews are indispensable, but they should be daily, rather than weekly, monthly, or yearly. If the pupil has not already learned the subject-matter, he will not now do it in one-twentieth part of the time that he had when he passed over the subject before.

For help on the subject of reviews the teacher is recommended to study carefully the subject of apperception. A thorough treatment of this subject will be found in McMurry's "General Method," School Publishing Co., Bloomington, Ill.

There have been a few schools whose school term has been only about four months in length. It must not be expected that the work laid out to occupy seven or eight months can be done in a short term; it will take two of these short terms to do the work laid out for a grade.

PART IV.

THE INTERMEDIATE SCHOOL.

Not much instruction has yet been given with regard to intermediate schools, but their need will be more apparent as the work develops. The following is all that seems to have been written upon the subject: —

"Wherever there are a few Sabbath-schools, let the parents unite together in providing a place for a day-school, where the children of the various Sabbath-keepers can come together. Let them employ a Christian teacher, who as a consecrated missionary shall educate the children in such a way as to lead them to become missionaries themselves. Work while it is day, for the night cometh when no man can work." — *Private Testimony, Feb. 2, 1895.*

"Mother is much interested in the schools you have established in Cedar Lake and Wisconsin, but she says these ought not to be called State schools. She says, Let them serve that portion of the State which is nearest them, and let other similar schools be established in other portions of the States. . . . Do not let these schools be called conference schools, for they will then be made too large, and by centralizing the attention of the conference upon one school, we may fail of establishing several schools in conferences that are able to support them. If I understand her thought,

it is that each church should endeavor to establish a primary school, and that in the various sections of our State conferences, agricultural and industrial boarding schools should be established for the intermediate students." — *W. C. White, Oct. 23, 1899.*

Three such industrial boarding schools have been started in the Lake Union Conference. There are none, as yet, in either the Northwestern or the Southwestern Union Conference. Both the training schools, however, in these conferences, do intermediate work, and thus serve as intermediate schools. The matter of starting such schools is one of great importance; for they propose to take young people from their homes at from twelve to fifteen years of age, and bring them together in boarding halls. This is a very critical age, and the change should not be made unless the school can provide as good home training as the homes themselves. Hence, such a school should be established only after careful deliberation upon the part of the churches concerned, in which they should also have the counsel of the Conference Committee. It is a fact that there are hundreds of young people who have not the means to go long distances and pay the expenses of our training schools. But if they could go with a team, from ten to fifty miles, taking, perhaps, their furniture and their staple provisions with them, it would make a great difference. Why could not small schools be started, in private rented houses, perhaps, capable of rooming ten to twenty persons, and furnishing places for recitation in some of the larger living rooms? A good teacher and his wife could take charge of the work, and carry it on alone, by means of student aid in teaching and domestic work. The students could furnish their own rooms, and receive credit for whatever provisions they might bring. One could be selected as steward, and another as keeper of accounts. Sufficient tuition could be charged to pay the teacher and his wife a reasonable salary, and the total expenses could be divided among the members of the family. With a few acres of land, such a school would give excellent opportunity for industrial training. A farm, with a large farm-house, to which a few sleeping-rooms could be added, would make an ideal house for such a school. But you must get the right kind of man and wife to manage it. And that will be the hardest task. But the Lord has such workers in preparation, and they will appear when the church opens the way. See *"Testimonies for the Church," Vol. VI, p. 109.*

Following will be found a course of study for intermediate schools. The last General Conference recommended that intermediate schools stop with the ninth or tenth grade. The course stops with the tenth, for any student who thoroughly finishes it would seem to be ready to take up work in the training schools, and the tendency is naturally strong enough to make the intermediate school do training-school work. It will be well for each school to keep in its own field, with reasonable liberty for each to reach forward or backward a grade or so, as may be demanded by local circumstances.

OUTLINE STUDIES FOR INTERMEDIATE INDUSTRIAL SCHOOLS.

FIRST YEAR, OR SEVENTH GRADE.

Bible.— O. T. History reviewed, "Bible Lessons," Nos. 2–5.

Grammar.— Bell's No. 3 begun.

Geography.— Morton's "Advanced," *Missionary Magazine.*

Arithmetic.— Ferrell's "Advanced" begun. Crane & Co., Topeka.

Carpentry (for boys).— Sickle's. American Book Co., Chicago.

Sewing (for girls).— Hapgood's. American Book Co., Chicago.

Reading and Spelling.

SECOND YEAR, OR EIGHTH GRADE.

Bible.— N. T. History. Life of Christ. Books 5–7.

Grammar.— Complete Bell's No. 3.

Arithmetic.— Complete Ferrell's "Advanced." Review with Bailey's "Mental." American Book Co., Chicago.

Gardening and Floriculture.— Henderson.

Physiology and Hygiene.— Physical Culture, Accidents, Emergencies, and Simple Remedies. Kellogg's "Advanced Physiology" (in preparation), "Healthful Living," "Monitor of Health."

THIRD YEAR, OR NINTH GRADE.

Bible.— N. T. History. Acts and Epistles. Books 7, 8.

Language.— Lockwood's "Lessons in English," Bell's "Guide to Correct Language."

Science.— Elements of Physics, Botany, Chemistry, and Astronomy. Cady's "Nature Studies," and Bert's "First Steps in Science."

This is to meet the requirements for the nurses' training course.

History.— Miss DeGraw's United States History (in preparation).

Industrial Study.— Cooking or Blacksmithing, or Shoemaking.

Penmanship.— Any good system.

FOURTH YEAR, OR TENTH GRADE.

Bible.— Study of Bible doctrines. "Present Truth" and Johnson's "Bible Text-Book."

Algebra.— Milne, or any other standard author.

Bookkeeping.— Gardner's "Card System," Parts I and II.

History.— Salisbury's "General History" (in preparation).

Mechanical Drawing.— Webb's.

PART V.

HINTS AND HELPS FOR TEACHERS.

UNITING CLASSES — ALTERNATION OF WORK.

IMPORTANT — READ CAREFULLY.

It will not be possible to have a full set of classes in each year's work in the course. Classes should not be formed for two or three pupils, when it is possible to accommodate them reasonably well in other classes. No teacher can do justice to a school when all the classes of the course must be formed; and where an assistant cannot be employed, the teacher will be compelled to unite such classes as can be combined with the fewest bad results. An effort is here made to combine classes in a systematic manner, and in a way that will produce little trouble to pupils taking the course. The aim should be so to arrange the work that only three or four of the six years of the course will be represented. Note also that some of the subjects in the same grades may be correlated; that is, pursued together, so as to form but one class. Applying this principle to the first grade, it will be seen that nature readily unites with Bible, and spelling and language with reading; so that the classes of this grade will be three — Bible, reading, and numbers, with writing and drawing for "busy work" at the seat. Because of its importance, the reading class should recite twice a day, making four recitations for the first grade of from ten to twenty minutes each. A like reduction to four classes may be made in the second grade. After the second year, reading may come only once a day. Nature study, as a separate class, may be eliminated from all the grades, the teacher only using Professor Cady's book, and weaving the lessons into the Bible, reading, physiology, and language lessons. Writing and drawing for all the grades may be reduced to a single class, alternating the subjects, and giving individual instruction as needed to the pupils. Do not make the mistake of placing a pupil who takes sixth-grade work in the third book in drawing. Place all who have never studied drawing in the same book. So also with writing. The industrial classes, also, may be reduced to at most two general exercises. Thus the application of the principle of correlation reduces the classes of the third grade to five; of the fourth, to six; and of the fifth and sixth, to seven.

Applying now the principle of alternation, the teacher will readily see, on becoming acquainted with her pupils, what grades can best be omitted. Perhaps it will be the third and fifth, grading the weak pupils back and the strong ones forward. Next year, if the same pupils attend, the fourth and sixth grades may be omitted, and the seventh added from the intermediate school, if there is sufficient demand for it.

By these means the teacher should reduce the number of classes for a day to fifteen or twenty at most. Do not forget the possibility of making judicious use of older students, as elsewhere discussed; but do not begin this till you have the school well in hand, not at all if the prejudice against it is strong.

PRELIMINARY WORK.

In order to gain the necessary knowledge to grade the pupils properly and make the combinations just described, the board should have the teacher come to her field a week or two before the school is to begin, and go from house to house, getting acquainted with the pupils, and talking with them until she can accurately decide where they belong in their studies. She can also see what books they have, and what they need; and thus all the books needed, and no more than needed, can be ordered at one time. And the board should gladly pay her for this work, for it is the most valuable work she will do in all the term.

THE FIRST DAY.

Perhaps there will be no better opportunity than the present to call attention to the importance of the first day of school. First impressions are powerful and lasting. As goes the first day, so goes the term. It makes a great difference, when the child is asked how he likes the new teacher, whether he shouts gleefully, "First-rate! She's all right!" or drawls out, "Oh, pretty well, but"—. The teacher should see to it that the first answer is forthcoming, but that requires careful planning. Only the novice teaches school without preparation.

The teacher should have a clearly defined plan laid out for the first day's work. If she has spent a week in getting acquainted with her pupils at their homes, she can plan more intelligently, but she must plan anyway. A few cheerful words of welcome, a song which all can sing, a short Scripture reading, and a simple, earnest prayer, should constitute the opening exercises. Then, before the organization begins, let lessons be assigned in the different books, so that all will have something to do from the first moment.

Do not preach a sermon the first thing. Do not preach at all. Leave that exercise to those who are called to the ministry. The teacher is called to teach. Of course you have many important things you want to say, but it will be better to leave most of them for a more opportune time. Two or three principles will be enough for the first day. You should begin the journey of the term with a pace which can be kept up or quickened to the close.

After the opening exercises, the classes may be called according to some program previously prepared, following, perhaps, the order of reading, Bible, arithmetic, grammar, geography, etc., beginning with the lowest class in each subject. Do not forget some general exercises drawn from nature, it may be, and a physical exercise in marching and calisthenics, and let the day close with a happy story or song. After a first day of this kind, the verdict of Johnnie will doubtless be, "She's all right!"

SCHOOL GOVERNMENT.

"Lack of government" might truthfully be written upon the tombstones of nine tenths of the failures in church schools and in public schools. Whatever else a teacher may know, he must know how to govern.

Some seem to have this power by nature. They govern well from the beginning. But other teachers have to acquire the art by study and experience. And it can be acquired. The writer well remembers his first term of school, twenty-five years ago. He "kept order," but it was by main strength, and with great friction. When he left the schoolhouse at the close of the term, he declared to himself that he would never enter another schoolroom as teacher. But before the next fall the bad feeling had worn away, he had attended a teachers' institute, and had been taught better methods. His courage revived, he "read up" upon the subject of government, and the following winter he took a school four times as large, and many times as hard to manage as his first school, and succeeded in carrying it through with satisfaction to the people and some comfort to himself.

It would be impossible, in this limited space, to do anything like justice to the subject under consideration. Only a few hints can be given. The teacher who would govern well must learn to control himself, and to stand the fire of mischievous pupils without giving way to anger or impatience. His manner may, at times, if need be, become deeply serious and solemn, so that all will hold their breath for dread of what may follow. But whatever fires burn within, they must be kept from showing on the outside. And this control of the outside will soon have a reflex influence upon the inside, until self-control becomes perfect in the midst of a very storm of insubordination and disorder. He should have few rules, and enforce them kindly, uniformly, and firmly. All rules should be reduced to one — Do what is right and best under the circumstances. Hold each child to this. Ask him what would be the result if all should do as he is doing or wants to do. Get him to decide, if possible, and to take his stand on the right side. Persist in this method. It will teach the child self-government, the basis of all good government.

The teacher must not fuss, nor fume, nor scold, nor fret. She should cultivate a quiet, subdued manner. If she moves noisily, talks in a loud tone, slams the doors, and bangs the books, the children will catch the same spirit. On the other hand she must not mistake deathly silence for good order. The "pin-drop" method is a humbug. It is unnatural, useless, and wicked. In a good school will be heard the quiet hum of industry. It is the sign of life.

The teacher must be just and kind, and reasonable. Any other government is tyranny. Before saying yes or no, she must stop and consider whether the request is reasonable. Having decided, she should give her reply in a quiet, firm manner, which will indicate to the pupil that there can be no appeal. Too often she says "No," instantly, and then, upon reflection, changes her decision. This brings contempt upon her government.

But if pupils cannot be taught to govern themselves they must be governed. Government is divine. "Order is Heaven's first law." He who lifts up his hand against properly constituted authority in home, or school, or state, lifts up his hand against God. The child who rebels against reasonable exercise of authority in the home or school, is likely to pass with

rapid steps against the state and the government of God. The authority of the school must be maintained. If the teacher cannot maintain authority in any case by reason, she may use other methods. She may punish, but never harshly nor angrily, and seldom in the presence of the school. Nothing is more demoralizing to a school than a conflict between the teacher and a pupil. If a child refuses to obey, and cannot be induced to yield, let the teacher announce quietly that the offender is no longer a member of the school while in that frame of mind. The teacher should take the matter to the parents, and they should join forces with the teacher, not against her. If the child remains obdurate, he must be severed from the school; there is no other way. And the parents must be the first to stand by such action. So, also, when a child has a corrupting, demoralizing influence in the school, and cannot be reformed. I am speaking now of extreme cases. In ordinary cases the love of the Lord burning in the heart of the teacher, will win the pupil back to the right path.

It is frequently asked, Why is it so difficult to govern well in our church schools? I can think of but three answers. Some pupils want to remain in the public schools; they go to the church schools not from choice, but because they are made to go. They give vent to their ill feelings in bad actions, hoping, perhaps, that thus they will gain their desire, and be allowed to go back to the public school. Many times, I am afraid, parents criticise the teacher and take the part of the pupil, and do not stand by thorough discipline and needed punishment. They seem to have an indefinable feeling that because it is a church school, only love and prayer are to be employed as means of restraint and correction. I fear, also, that in some instances the trouble has grown out of inexperience and lack of judgment on the part of the teachers. No teacher should fail to study diligently the testimonies on the subject of home and school government, nor to read carefully Chapter 10 on "School Government," in Page's "Theory and Practice of Teaching."

The teacher should have time for personal work among her pupils. Let parents remember this when she is laboring to reduce the number of classes, and second her efforts. This is also a reason for holding the church school down to six grades of work if possible, and encouraging more advanced pupils to go to intermediate schools. Even then, no teacher can teach successfully more than four grades of work. If the school is large enough to fill all of the six grades, two teachers should be employed.

PROPER AND IMPROPER PUNISHMENTS.

"Punishment is pain inflicted upon the mind or body of an individual by the authority to which he is subject, with a view either to reform him or to deter others from the commission of offenses, or both."—*Page.*

I. Improper Punishments — Always Wrong.

1. Those that from their nature excite the feeling in the pupil that an indignity has been committed against his person or his character; as, wringing the nose, pinching, pulling, or boxing the ears, twisting the hair, snapping the forehead, tying the hands, scolding, low wit, brutal threats.
2. Those punishments that from their nature imply in the inflictor a love of prolonged torture; as, holding out a weight; "holding a nail into the floor"—bending forward and holding the finger upon the head of a nail in the floor; "sitting on nothing"—back against wall, feet a foot from base, body sliding down; "sitting on worse than nothing"—sitting on floor with feet on bench or chair.
3. Ridicule and sarcasm; as, the hiss of scorn, the finger of shame.

II. Proper Punishments — When Properly Applied.

1. Private reproof, in a kind manner.
2. Loss of privileges, when privileges are abused.
3. Restraint or confinement, but not in a cold or dark room.
4. Imposition of a task; not very valuable.
5. Public reproof, to be resorted to with the utmost caution.
6. Suspension from school, for a specified time.
7. Corporal punishment, to be rarely employed, never in excitement or anger, always with a proper instrument, never upon head or joints.
8. Expulsion from school, as final resort.

The foregoing outline is condensed and adapted from Page's "Theory and Practice of Teaching."

RECESSES AND HOW TO USE THEM.

The recess is a necessity whether the school has one or two sessions. Children cannot sit in the schoolroom and study two or three hours without injuring their nervous system and making it difficult for the teacher to keep order. If parents do not believe this, let them go to school and try it themselves for a day. And then let them remember that it is far more difficult for the children to sit still. The kitten frisks and plays, while the cat lies down to sleep. It is the law of all animal life. The recess is an escape valve; without it, things would explode! Intermissions are the opportunity for evil; and sometimes people who can see but one thing at a time, hasten to forestall the evil by abolishing the opportunity. They forget that the recess is also an opportunity for good, and that evil deprived of one opportunity easily finds another. The only remedy is to utilize the recess for good.

And by that I do not mean to study the Bible, or hold a season of prayer. There is a time for everything under the sun. The teacher needs the recess as much as the children, not to sit down and read or write or "make tatting," but to go out in the fresh air with the pupils, and to direct their play. What an opportunity to teach lessons of gentleness, of honor, of courtesy, of genuine manly spirit, is presented in the plays and games of the children! What an opportunity to modify games in harmony with these principles, or to introduce pure and instructive plays! Let there be no "keeping pupils in" during recess as a punishment. Rather let the teacher be out among the children when the weather is suitable, and let her study saner methods of punishment. And there is the dinner hour. Shall it be a savage feast, with flying crusts of bread, and selfish contrasts of elaborate lunches of the rich with the meager fare of the poor? Or shall it be an hour of refined enjoyment, when precious lessons of love, of good manners, and of unselfish care for others, are taught and learned? It may be either, according to the will of the teacher. Let the noon-day hour be at times a picnic. Let all the lunches be contributed to the feast, and let the teacher, aided by willing hands of the pupils, spread the board decently and in order. Let grace be said, and all have a taste of the joy which comes from contributing to the happiness of others.

SCHOOL SANITATION.

The health of the pupils is of more importance than their books. It is the teacher's duty to study how to preserve it. The lessons in physiology are not simply to be learned, but to be practiced, and the schoolroom is a good place to begin. Keep the temperature of the room even. If the Board will not furnish a thermometer, borrow or beg one, or take up a collection and buy one. Get one some way, and keep the temperature about seventy. Secure ventilation. Place narrow pieces of board beneath the windows, so as to leave a crack between the sashes. Thus the air will strike upward, and be gently diffused without causing a draft. When the weather is too cold, the boards may be taken out. At intermissions, open doors and windows, and secure a complete change of air. Look after the water. If there is any doubt about its purity, boil it. A large kettle may be kept on the stove for this purpose, and an extra pail, carefully covered, may stand out of doors for cooling the water. A dish of water should be kept on the stove anyway to moisten the air. Keep the pails and drinking cups clean. Train the children to sit and stand erect, to hold the head up and the shoulders down and back. See that the desks are near enough to the seats to permit the pupils to rest their arms upon them without bending over or leaning forward. Have calisthenics, marching, and breathing exercises. Make all these matters texts for daily lessons in hygiene.

The attention of the teacher is especially called to the matter of the hygiene of the eye and ear, treated at length in Dr Kellogg's "Home Hand Book," pages 194 to 201. While the teacher is not able to make a scientific examination of eyes or ears, she can easily ascertain whether a child sees or hears well, and to urge any defect upon the attention of the parents. If a child's eyes are defective, a competent occulist should be consulted at once. If a child is deaf, he should be placed on the front seat directly in front of the teacher. Many a child has been regarded as dull or inattentive, when the trouble was that he could not hear what was said in the class. A young man whose work in school had been broken up for two consecutive years, and who almost despaired of accomplishing anything in life, was able in three months to perform six to eight hours' work per day in bookkeeping without discomfort, simply by having his eyes properly fitted with glasses by

Dr. Byington, of the Sanitarium. A lady who had suffered all her life from headache was entirely relieved in the same way. It pays to give these matters early and careful attention.

SENTIMENTALISM.

The church-school teacher must be chaste, and pure, and modest, and sensible. Sentimentalism honeycombs society. The minds of the children are filled with it. The common subjects of conversation are beaux, and parties, and walks, and love letters. The teacher must be free from these faults. Her conduct and conversation should be worthy of imitation. During the school term she should refuse to "keep company."

This does not mean that she should not associate with gentlemen nor speak to them. Let us be reasonable. There are some who run to such extremes upon this question that they make trouble by gossiping where there is no real ground for complaint. A number of church schools have already gone to pieces upon the rock of sentimentalism. In or about most churches, are people waiting for wives or husbands, it may be. They regard the church-school teachers as excellent material, and they are. Unless the teacher is careful and conscientious, disaster to the school is sure to follow. "A word to the wise is sufficient."

ONE SESSION OR TWO.

Because our training schools have generally adopted the plan of holding but one session, from eight o'clock to one, some have thought that this plan must of necessity be followed in our church-school work. But in the church schools we are dealing with children, not adults.

If one session is adopted, two recesses should be given — one about 9:30 and the other 11:30.

Whether one or two sessions should be adopted depends upon the circumstances of each school. Adaptability is one of the most important qualifications of the teacher. He should have no plans which he cannot modify, or surrender, if need be, to suit circumstances. In the South, where the weather is warm, and farming operations can be carried on all winter, many parents want their children at home to work in the afternoon. In this way they can earn their tuition; while, if they had to remain in the school all day, they would not be able to meet the tuition, and would have to be sent to the free public school. In cities, also, children might earn their tuition by selling small books if the afternoons were free. In Northern states, where farm work is largely stopped during the winter, it might be best to begin at nine, have a ten-minute recess at 10:30, a half or three-fourths-hour's intermission at twelve, and dismiss the school at three.

Let the parents be consulted, let the Board decide what is best, and let all cheerfully accept the result.

SUGGESTIONS FOR OUR GERMAN SCHOOLS.

Some of our German brethren have asked if this Manual will be published in German. It could be if there were sufficient demand; but as most of our German laborers and teachers understand English, and as there are those in every church who read English, it would seem as though a German edition is hardly necessary. German teachers can follow the outline and instruction of this Manual, translating and communicating its plans to the people. It may be well, in

this connection, to suggest to our German churches the advisability of mingling English instruction with the German in their church schools, as a means of complying with State laws and avoiding any collision with government authorities, and also as a benefit to their children, who can easily learn both languages, and will become more useful by so doing.

Some suggestions are given with reference to German text-books, which have been received from Bro. F. G. Specht, of Lincoln, N. Dak., who has been engaged in teaching church schools in the Dakota Conference. Brother Specht writes as follows: —

"For primer in German reading, I have used Schlimbach's 'Fibel.' 'A' edition has slanting script and 'B' edition vertical script. It is published by E. F. Thienmann, Gotha, Herzogtum Sachsen-Koburg-Gotha, Germany. I have not as yet found a better book to start with. The first twenty pages are illustrated. Thirty-six pages are devoted to German script, the rest is print. In all, there are 78 pages. Its cost is 50 pfennige in German, or about 20 cents by the time it gets here. [I understand this to mean 20 cts., postage included.— C. C. L.] In connection with this, I would advise every German teacher to use during the first school year, Grammatical Instruction in German ('Der Deutsche Sprachunterricht im Ersten Schuljahr'), by Kehr and Schlimbach, published by the same firm as the primer. It is divided into three parts. Part 1.— Historical Development. Part 2.— Theoretical Foundation. Part 3.— Practical Formation. It contains 286 pages. Price, 3.50 marks, or about $1.25, by the time it gets here [postage included].

"With proper instruction the study of grammar is begun with the primer. In Germany it is estimated that it will take about a year to finish the primer, or two years here if we have only six months of school. So to continue the study of grammar, I have used 'The German Language-school.' ('Die Deutsche Sprachschule'), by Baron Junghanns and Schindler, published by Julius Klinkhardt, Leipzig, Kgr. Sachsen, Germany. I use edition 'C', which is in two pamphlets, prepared for schools in Prussia. Price, 20 pfennige, or 12 cents a pamphlet, or 24 cents for both pamphlets. As a guide in physiology, I use 'Leitfaden für den Unterricht über Bau und Leben des Menschlichen Körpers', by F. Terks, published by the same firm as the grammar. Price one mark, or about 35 to 40 cents. All of the above books can be obtained from E. Steiger & Co., 25 Park Place, New York, N. Y., but they come a little higher.

"In arithmetic, I use 'Practical Arithmetic,' published by the Eden Publishing House, 1716–1718 Chouteau Ave., St. Louis, Mo. It is in two parts. Part 1, 15 cts. Part 2, 20 cts. Each part has answers separate. I think 'Bell's Bible Lessons' are just the thing for Bible study in our schools. Will you not see that Nos. 5–8 are translated into German? I think it would be well to use the primer I have mentioned, for reading classes, then 'Gospel Primer,' supplemented by 'Best Stories,' followed by 'Christ our Saviour,' 'Steps to Christ,' and 'Great Controversy.' If we can induce our German brethren to have English in the schools, we can use some of the English books, and many difficulties confronting us now will be removed. I am glad that this work is to be carried on systematically, and may the Lord bless it."

PUBLIC-SCHOOL TEACHERS.

There are hundreds of Seventh-day Adventists serving as teachers in the public schools. Many of them have been highly successful in their profession. Many love the truth as sincerely, and are as anxious to promote its interests, as are others who are thought to be more directly engaged in the cause. Is it wise to deprive the cause of Christian education of their talents and experience? The last General Conference answered this question negatively, when it passed the following resolution: —

"We call upon Seventh-day Adventist teachers who have been successful in secular schools to consecrate their talents and experience to the cause of the third angel's message, to study the principles given this people upon the subject of Christian education, and to hold themselves in readiness to fill places in our church-school work, as the providence of God may open the way."

Some of the teachers have already responded to this call, and are doing excellent work in our church schools. Let others follow their example. They should recognize the fact that they have many things to unlearn as well as to learn, and that our reform calls for more than a secular school under another name. They must regard the work as a missionary work, and as such should be willing to sacrifice for it, and to give their lives wholly to it. May they continue to hear and obey the call of God. The church schools need them.

CARE OF BUILDING.

The building in which a church school is conducted should be regarded as a sacred place. If the schoolroom is just as necessary as the church building; if the selection of the teacher is just as important as is that of the minister; if the Word of God and its message to man is to be the constant theme of teacher and pupils,— then no common work is going forward in the church-school room. It should not be regarded as a common, secular room. Children should be taught to reverence the place as holy unto the Lord. Rude, boisterous conduct should not be permitted in the schoolroom. Even the happy, joyous shout and laugh of youth and childhood should be reserved for the open air.

Everything in and about the house should be neat and clean. The floor should be daily swept, and at times twice a day. It should frequently be scrubbed, and the windows should be washed. In all of this work, the children will gladly bear a hand, if led to it by the kindly tact of the teacher; and precious lessons will be learned by both.

The outbuildings should be at a distance from the house and from each other, and screened, if possible, from public view. They should also be kept scrupulously clean, and thoroughly disinfected with lime, ashes, or dry earth. The School Board have a duty here. And the parents should join the teacher in teaching the children proper respect for these buildings, and to use them aright. Thus they respect themselves and society. The morals of a school may be quite accurately gauged by the respect they show in the care and use of these buildings.

THE CARE OF TEXT-BOOKS.

It is as important to teach children neatness in their habits as to teach them reading and arithmetic; nor are they too young to learn about duty to their parents, and the responsibility involved in the use of property. In the care of text-books, a good opportunity is presented to teach these lessons in a practical way. Parents, through love to their children, work for money with which to buy them books. It is the duty of children to respect the fruit of their parents' love and labor. All property is the result of labor. The power to labor is the gift of God. To injure, or deface, or destroy property, is to abuse the gift of God, and commit a sin. Children should be taught this important lesson. To do so, appeal to proper motives — love for parents, respect for the gifts of God, self-respect, etc. A regular inspection of books once a month, in which every book in the school is carefully examined by the teacher, will do much to create a sentiment in favor of good care of books. Besides this, teachers should be on the alert to commend neatness and to reprove carelessness in the use of books.

It would be a good lesson if time were taken to teach the entire school to cover their books. Have the pupils actually do the work under the teacher's direction. Get ready for the exercise by procuring at some store a sufficient quantity of strong, smooth wrapping paper. No stitching nor pasting, not even cutting is necessary. The paper can be creased and torn to the desired size and shape. "The length of the sheet should be about one and two-thirds times the width of the book when opened wide; the width should be about twice the length of the book. These exact dimensions are not essential. Lay sheet on table with longer edge toward you; fold farther edge down toward you, and lower edge up from you, and crease, making the folded sheet slightly wider than the length of the book. Then fold right-hand end of this folded sheet over to the left, and left-hand end over to the right, and crease, making the length of the folded sheet a little more than the width of the book when opened wide. The cover is now ready to insert the book. Bend the covers of the book back; insert one of them in one side of paper cover and the other in the other side. A little practice will enable any one to fold the sheet so as to make a perfectly fitting cover."

TEXT-BOOKS AND HOW TO GET THEM.

We must have text- and study-books. Teachers have worn themselves out preparing in manuscript, lessons inferior to those which might have been purchased for a few cents or dimes. To make a good text-book, in other words, to prepare a series of lessons on any subject, is work for the maturest mind and the ripest experience. Moreover, it requires special talent possessed by few. The young teacher would better use the best lesson books already prepared, and patiently wait for better. A very important part of education is to learn how to use books; for the wisdom, accumulated knowledge, and experience of the world is recorded in books, which the orally-taught pupil does not well know

how to use. Of course, the oral method should be used, largely at the beginning, but less and less as the child's education progresses.

The past two years have witnessed great advancement in the preparation of text-books adapted to our denominational work. Below is a list of recommended books, by grades, with prices annexed. Most of them are written by our own authors. All the books but those which are starred, may be ordered from the State tract societies. The starred books may be ordered from the Review and Herald, Battle Creek, Mich., or the Pacific Press, Oakland, Cal.

We hope that the recommended books, especially those written and published by our own authors and publishers, will be used by all our schools, unless, in certain localities, it would work too great a hardship. Our publishers tell us that if the teachers would unite in using the same books, they could print them in larger editions, and furnish them at cheaper rates. The fact that we either have not been willing to unite, or have made no special attempt in that direction, has stood in the way of advancement in text-book reform. Let this hindrance be removed as quickly as possible. There will always be individual preferences. Let us be broad-minded enough to lay these preferences aside. A good teacher is greater than any book. He can do good work, if need be, with a poor book. But no such necessity exists with reference to the books recommended. In the judgment of those well qualified to give an opinion, they are all good books. Some may think they know of better books, but for the sake of harmony, and for the best good of all, let us conform to the recommendations as far as may be consistent with the circumstances of the different schools.

Wherever any recommended book is in preparation, and cannot now be obtained, let the schools use the best book obtainable upon that subject, until the new book is published.

TEXT-BOOKS BY GRADES.

First Grade.— Bell's "Bible Lessons," No. 1, 15 cts.; Mrs. Sanders's Part I of "Best Stories from the Best Book," 25 and 50 cts.; Sutherland's "Bible Reader," No. 1, 35 cts.; "Healthful Living" (for teacher), 50 cts.

Second Grade.— "Bible Lessons," No. 2, 20 cts.; Cady's "Bible-Nature Studies," $1 (for teacher); "Gospel Primer" (foreign languages), 25 and 50 cts.; * "Plant Life," 30 cts.; * "Animal Life," 30 cts.

Third Grade.— "Bible Lessons," Nos. 3 and 4, 25 cts.; *Little Friend,* 50 cts.; Sutherland's "Mental Arithmetic," 65 cts.; * Hoenshel's "Elementary Grammar," 30 cts.

Fourth Grade.— "Bible Lessons," Nos. 5 and 6, 25 cts.; "Christ Our Saviour," 50 cts.; Kellogg's "First Book in Physiology," 40 cts.; *Little Friend,* 50 cts.; Reed's "Word Lessons," 25 cts.; Webb's "Drawing," Parts I and II, 20 cts. each; Sutherland's "Mental Arithmetic," 65 cts.; * Hoenshel's "Elementary Grammar." 30 cts.; * Morton's "Elementary Geography," 55 cts.; * Willard's "Kitchen and Dining-Room Work," 22 cts.

Fifth Grade.— "Bible Lessons," Nos. 7 and 8, 20 cts. each; Cady's "Parts of His Ways" (in preparation); Kellogg's "Second Book," 80 cts.; *Youth's Instructor,* 75 cts.; * Reed's "Word Lessons," 25 cts.; *Webb's "Drawing," Parts III and IV, 20 cts. each; "Mental Arithmetic," 65 cts.; * Hoenshel's "Elementary Grammar," 30 cts.; * Morton's "Elementary Geography," 55 cts.; * Willard's "Domestic Science," No. 2, 22 cts.

Sixth Grade.— Haskell's "Story of Daniel," 75 cts.; Kellogg's "Second Book," 80 cts.; *Youth's Instructor,* 75 cts.; * Reed's "Word Lessons," 25 cts.; * Webb's "Drawing," Parts V and VI, 20 cts. each; Sutherland's "Practical Arithmetic" (in preparation); Bell's "Grammar," No. 2, 65 cts.; * Morton's "Advanced Geography," $1.20; *Missionary Magazine,* 50 cts.; Wakeman-Heller's "Scientific Sewing," in grades.

Seventh Grade.— "Bible Lessons," Nos. 2–5; Bell's "Grammar," No. 3, 80 cts.; * Morton's "Advanced Geography," $1.20; *Missionary Magazine,* 50 cts.; Sutherland's "Practical Arithmetic" (in preparation; * Sickel's "Exercises in Wood Working," $1; * Wakeham-Heller's "Scientific Sewing."

Eighth Grade.— "Bible Lessons," Nos. 5–7, 25 cts., 20 cts.; Bell's "Grammar," No. 3, 80 cts.; * Bailey's "Mental Arithmetic," 40 cts.; * Henderson's "Gardening, $1.50; Kellogg's "Advanced Physiology" (in preparation); "Healthful Living," 50 cts.; *Monitor of Health,* $1.25.

Ninth Grade.— "Bible Lessons," Nos. 7 and 8, 20 cts. each; * Lockwood's "Lessons in English" $1.12; Bell's "Guide to Correct Language," $1; Cady's "Nature Studies," $1; * Bert's "First Steps in Science," 60 cts.; De Graw's "U. S. History" (in preparation); * Ginn's "Medial Writing Books," 8 cts.

TENTH GRADE.— Smith's "Synopsis of Present Truth," $1; Johnson's "Bible Text-Book,"30 cts., 50 cts.; Milne's "School Algebra," $1; Gardner's "Card System of Bookkeeping," Parts I and II, $1.75; Salisbury's "General History" (in preparation); Webb's "Mechanical Drawing," 20 cts.; Faunce's "Mechanical Drawing."

BOOKS FOR TEACHERS AND SCHOOL OFFICERS.

In addition to the books suggested in various parts of this volume for the use of teachers, the following are also recommended: —

George's "Suggestions for Seat Work" (A. Flanagan, Chicago), 15 cts.; Hall's "Busy Work Devices" (A. Flanagan, Chicago), 10 cts.; Kellogg's "How to Manage Busy Work" (A. Flanagan, Chicago), 25 cts.; Eliza Morton's "Chalk Illustrations for Geography Classes" (A. Flanagan, Chicago), 20 cts.

Every teacher should send for Flanagan's Twentieth Century Catalogue. Free for the asking. A. Flanagan, Chicago.

Parker's "How to Study Geography" (Hinds & Noble, Cooper Institute, N. Y.), $1.50, secondhand 75 cts.; Payne's "Short History of Education" (Hinds & Noble), 50 cts.; Harris's "Horace Mann," (Hinds & Noble), 15 cts.; Hailman's "Primary Helps" (Hinds & Noble), 15 cts.; Northend's "The Teacher and the Parent" (Hinds & Noble), (paper), 50 cts.; Page's "Theory and Practice of Teaching" (Hinds & Noble). 50 cts.

Hinds and Noble's catalogue of new and secondhand books of all publishers is very useful to teachers for reference, and will be mailed free, on application.

Sutherland's "Living Fountains" (Review and Herald, Battle Creek, Mich.), $1.25. Send for complete catalogue of Review and Herald publications.

Every school officer, as well as every teacher, should send for a descriptive catalogue of the Central School-Supply House, Chicago. This is said to be the largest school supply house in the world, and their catalogue is very interesting and instructive. Everything in the line of school supplies and furnishings will be found in it. Crane and Co., Topeka, Kan., will also furnish a catalogue of school supplies, and of cheap and excellent schoolbooks and books for teachers.

McMurry's "General Method" (Public School Pub. Co., Bloomington Ill.), 80 cts. Ask for descriptive circular of other books by the same author.

The cream of the world's best health, temperance, and purity books, tracts, and pamphlets is contained in the catalogue of F. E. Belden's Health Library Association, Battle Creek, Mich. He will send this catalogue free, and with it will also send free to every church-school teacher a copy of his new "Anatomical Chart," very useful to illustrate temperance and physiology lessons.

In writing to any of the foregoing publishers, please mention this Manual, and ask for special discount to church-school teachers.

SUGGESTIVE PROGRAM.

[For the Supposed Circumstances.]

TIME.	MI.	RECITATIONS.	STUDY PERIODS.
9 to 9:15	15	Singing, Scripture, and Prayer.	
9:15– 9:30	15	A and B Bible and Nature Combined.	C and D Bible and Reading.
9:30– 9:50	20	C Bible and Reading.	A and B Slates, D Bible.
9:50–10:15	25	D Bible and Reading.	A and B Busy Work, C Arithmetic.
10:15–10:25	10	A Numbers.	B Numbers, C Arithmetic, D Arithmetic.
10:25–10:35	10	Recess.	
10:35–10:45	10	B Numbers.	A Slates, C Physiology, D Arithmetic.
10:45–11:05	20	C Arithmetic.	A Busy Work, B Slates, D Physiology.
11:05–11:30	25	D Arithmetic.	A Slates, B Reading, C Grammar.
11:30–11:45	15	A Reading, Spelling, and Language.	B Reading, C Physiology, D Grammar.
11:45–12:00	15	B Reading, Spelling, Language.	A Slates, C Grammar, D Grammar.
12:00–12:10	10	General Exercise.	
12:10–12:40	30	Intermission.	
12:40–12:55	15	C Physiology and Nature.	A and B Busy Work, C Geography.
12:55– 1:10	15	D Physiology and Nature.	A and B Slates, C Spelling.
1:10– 1:20	10	A Reading and Language.	B Reading, C Geography, D Geography.
1:20– 1:30	10	B Reading and Language.	A Slates, C Grammar, D Spelling.
1:30– 1:50	20	C Grammar.	A and B Busy Work, D Grammar.
1:50– 2:10	20	D Grammar.	A and B Slates, C Geography.
2:10– 2:15	5	Calisthenics.	
2:15– 2:30	15	C and D Spelling.	A and B Busy Work.
2:30– 2:50	20	C and D Writing and Drawing.	A and B Slates, or dismissed if parents desire.
2:50– 3:10	20	C Geography.	D Geography and History.
3:10– 3:30	20	D Geography and History.	C Bible and Reading.
3:30– 3:45	15	General Exercises and Dismissal.	

A DUPLICATOR.

This is a device by which seventy-five to one hundred copies can be made from one writing. It will be found very helpful to teachers for making copies of lessons, outlines, extracts, etc., and it may be obtained at a moderate expenditure. For further information, write to the Review and Herald Publishing Co., Battle Creek, Mich.

PROGRAM OF STUDY AND RECITATIONS.

It is necessary for the teacher to have a program of recitations for herself and of study for her pupils, in order that their time may be used to the best advantage. This program must grow out of the conditions of each individual school, and hence would differ in different localities. But it may be that a program based on the supposition that grades one, two, four, and six fill, would he helpful to young teachers, by way of suggesting a general plan for constructing such programs. Let the grades be lettered for convenience, A representing the first grade, B the second, C the fourth, and D the sixth.

GENERAL EXERCISES.

The object of general exercises is to afford opportunity for the teacher to present matters of general interest to the school. In the "Suggestive Program," the time for these exercises is placed at the close of each session; this is for convenience only. There should be no set time to be followed invariably. Rather, let the teacher watch the temperature of the school. If the pupils become restless and uneasy, if there are signs of insubordination, if things seem generally to be going wrong, and everybody is having a hard time, introduce a general exercise to relieve the tension, instruct the school, and restore everybody to good humor. These exercises may consist of singing, gymnastics, select readings, nature and physiology lessons, how to do common things, lessons on conduct and morals, how things are made, etc., etc., For detailed suggestions, read the section entitled " Waking up Mind," in Page's " Theory and Practice of Teaching." Every teacher should learn how to lead an exercise in calisthenics. Smart's " School Gymnastics " (Hinds & Noble, New York), new 30 cts., secondhand 18 cts., will be helpful.

INDUSTRIAL STUDIES.

The school and the home should co-operate in training the children to perform the common duties of life in the best manner. Manual training in the average church school cannot be elaborate. Only the simplest and cheapest methods can be employed. Some seem to think it cannot be made successful in small country schools; but that is because they do not know what has been done. Those who have given the subject most study are most confident that it can be successfully carried on in small schools. " Where there is a will there is a way " finds a striking illustration in this as well as in other matters. A few suggestions may here be introduced.

A course in paper-folding, clay-carving, and cardboard work, arranged in grades from one to six, is simply and plainly described in a book entitled, " Education of Head and Hand," by G. Bamberger, superintendent Jewish Training School, Chicago. The book

is published by A. Flanagan, Chicago, and the description and price will be found in his catalogue. Any intelligent teacher would be able to follow the directions, and to carry on the work in an ordinary school. It is especially adapted to children in grades one to three, where it may be used for " busy work."

Sewing may be taught to both sexes. The writer recently visited the Battle Creek church school, and saw a class of eighth-grade boys and girls engaged in making schoolbags, to be used for waste paper during school hours, and for carrying books to and from school. The boys, twelve to fifteen years of age, seemed to be as earnest about the matter as were the girls; and no recitation could have been more interesting. " Scientific Sewing and Garment Cutting " (Silver, Burdett & Co., Chicago) contains careful, illustrated instruction in sewing for eight grades of work. It is simple and practical, and could easily be adapted to church-school work. This subject is, perhaps, more useful than paper-folding, it will give better satisfaction to parents, and should be employed rather than the other, where both cannot be introduced.

For a school of boys and girls from ten to twelve years of age, the elements of carpentry satisfies every educational requirement. Carpentry and sewing are probably the most useful subjects that could be introduced. Upham's " Fifty Lessons in Wood-working," by E. L. Kellogg & Co., Chicago, is very simple and practical. Send for their catalogue, which will give description and price of many useful books. With this Manual, any teacher with courage and push, could teach boys and girls successfully the elements of carpentry. And girls should take this study as well as boys. Boys should learn to cook and sew and keep house, and girls should learn to use tools and harness a horse, and work in the garden; and both boys and girls should learn to do all of these things in the best way.

Another line of study, which could easily be conducted in any school is elementary household economy, or, as it is sometimes called, "kitchen-garden" work. A doll's bed could be used as a model for a lesson in bedmaking. Dishes might be brought from the homes, for a lesson in setting the table. The schoolroom itself may be utilized as an object lesson in sweeping. Thus various lessons in the art of housekeeping may be given as "general exercises," and the children may be encouraged to put them into practice at their homes. A good series of books upon this subject is Willard's Domestic Science Primers (Silver, Burdett & Co., Chicago).

The teacher should never forget that in these practical subjects there are parents in the church who probably know more than she does, and that it would be neither modest nor wise to set herself up as a teacher of everybody. Even if she has better knowledge than others,— and she may have,— she should hold that knowledge in modesty. Let her secure the co-operation and the practical aid of the parents and friends of the children. Here is a good carpenter who loves children. Enlist his sympathy and his practical knowledge in the matter of giving the children instruction in the elements of his trade. You probably do not know how to teach the class, but ask him. Work out the problem together. Call his attention to the "Lessons in Wood-working," and see if he can help you make a small bench and a vise, and secure a few tools for the children.

So, also, with the sewing. There are sisters in the church who would be glad to come once or twice a week, and help you give lessons in sewing. Some sister will let you gather the girls at her home of a Sunday, and will give them a lesson in cooking. In these and other ways, strive to enlist the talents and the sympathies of the entire church in the matter of making the school a success. If you can do this, you will have a blessed experience. If you are arbitrary and distant and dictatorial, and think you are called to reform the church in total, and to set things right during your administration of only a few months, you are doomed to weep and mourn, and to think you are a martyr to the cause of Christian education, when, in reality, you are suffering from the natural results of your unwise manner of doing things.

And do not think you must try to introduce all of these plans for industrial study at once. Select the one best adapted to your circumstances, and stick to it until you make it a success. Some industrial lessons can be introduced as "general exercises." Others, as sewing and carpentry, will require an hour's time. To secure this time, omit two or three of the regular studies the first week, and other studies the next.

Do not forget that drawing is an industrial study, in that it trains both the eye and the hand, and is inseparably connected with many industries. Encourage the study. If some students are interested, get Part 8 of

Webb's "Practical Drawing," and help them work out its exercises in mechanical drawing. Order of the Review and Herald.

SCHOOL RECORDS.

The keeping of uniform, permanent records by each school is a matter the importance of which will become more evident the longer the schools continue. Teachers and school officers will therefore be glad to know that a "Church-School Record Book" has been prepared for our church-school work. It furnishes a form for quarterly reports, embracing each pupil's name, age, grade, attendance, physical condition, deportment, studies, and standing, besides other interesting and useful general information about the school. Each book will accommodate a school of twenty pupils three years. Duplicate sheets are also furnished for the use of State superintendents, who should send them each quarter to their teachers, to be filled out and returned for filing in the superintendent's office. Thus the school and the superintendent will have permanent record of each quarter's work.

The book is so simple that it contains no directions, and, indeed, very few are needed. It may be well, however, to suggest a method of grading, which has been long in use, and to which it would seem there could be little objection. Four marks are deemed sufficient for practical purposes — Excellent, Good, Medium, and Poor, which tell their own story, and may be represented by their initial letters, E, G, M, and P. The quarterly record is made by placing the appropriate letter under the head of "Standing," and opposite each study. A student who is "Poor" in any subject, should be required to take it again. The same letters, with a like meaning, may be used under "Physical Condition" and "Deportment." If there are not sufficient spaces for studies, two name spaces may be used for each pupil, the only objectionable result being the more rapid using of the book. The attendance may be recorded in its appropriate square, with an oblique cross for a full day's attendance, a left diagonal line for a forenoon attendance, and a right diagonal line for an afternoon attendance. Tardiness may be recorded with a small "t." Absence is denoted by the absence of any mark. For reasons too lengthy to be recorded here, it is hoped that the teachers will use the method of grading recommended; but as a help in starting to those who may be used to the "per-cent" method, it may be suggested that the mark "E" equals 90 to 100 per cent; "G," 80 to 90; "M," 70 to 80; and "P," 60 to 70.

These record books may be obtained for 30 cts., postpaid, by addressing your State tract society, or E. A. Sutherland, Berrien Springs, Mich.

The blank report sheets, which every State and Union Conference superintendent should use, may be ordered from the same addresses, at ten cents per dozen.

Besides the book described above, each teacher should have a class book in which to record the daily standing of the pupils in their different studies. An excellent book for this purpose is Hunter's Class Record, published by A. Flanagan, Chicago, Ill.; price, 40 cts. The same method of grading may be pursued in this book, using the upper left-hand corner of each square for Monday, the upper right-hand corner for Tuesday, the lower right-hand corner for Wednesday, the lower lefthand corner for Thursday, and the middle for Friday. A blank in any of these positions denotes an absence in that study for the day represented, so that while the book records standings especially, it also, of necessity, shows the attendance.

THE TEACHER'S MOTIVE.

Like the Good Shepherd, the true teacher is not a hireling, although this fact should furnish no excuse for depriving her of reasonable wages. She engages in her work because she loves it, and she loves it because it enables her to feed the lambs of the fold. She hears the voice of the Chief Shepherd calling her to lead a small portion of the flock into green pastures and beside waters of rest, and she gladly responds. Next to the mother, to her is committed the most sacred trust ever given to mortals — that of forming the plastic mind for eternal pursuits. She labors in retirement. Few know her worth. Even those whom most she serves receive her labors often as a matter of course. Her richest reward on earth is in seeing her pupils blossom into noble youth and useful maturity. They know her best, and love her best because they know her. It was her smile of encouragement that warmed their dormant souls to holy aspirations. At the time they knew it not, but it was revealed to them afterward; and from their various walks in life they call her blessed. "These are my jewels," she cries when others display the rewards of their labor. And when tempted from her post of duty by the allurements of the world, she finds courage and joy in the glorious promise: "They that be wise [margin, "teachers"] shall shine as the brightness of the firmament; and they that turn many to righteousness as the stars forever and ever."

THE TEACHER'S MOTTO.

"Direct your energies to the fitting of living stones for the building of God's temple."

PART IV.

PRACTICAL PROBLEMS IN CHURCH-SCHOOL WORK.

RELATION OF SCHOOL TO CHURCH AND CONFERENCE.

The school is an institution of the church; the church is an integral part of the conference; the school, therefore is under the immediate control of the church but under the general watch-care of the conference. Together with the sabbath-school and the young people's work, it constitutes the Educational Department of the conference. Ordinary questions of local interest should be settled by the church; graver matters, such as the organization of schools, selection of teachers, etc., may need the counsel of conference officers.

RELATION OF CHURCH SCHOOL TO PUBLIC SCHOOL.

The two systems have no relation to each other, although they have some objects in common. The work of the public school is to teach secular knowledge. The work of the church school is to teach sacred, or revealed, knowledge, and at the same time to teach the essentials of secular knowledge. There is no necessary relation of antagonism between the two. The church school is not called upon to wage war against

the public school. The special work of the church school is to teach God, and Christ, and the future life, and the third angel's message. And this work is great enough to occupy all her powers, without wasting energy in unnecessary conflicts with the public school. The conflict will come soon enough, without our provoking it. Let it come solely from the other side. The public school does not do, will not do, and cannot do what we want to have done for our children. The church school is called to do this very work which the other cannot do. Let the church school do her work quietly, faithfully, and in the fear of God, seeking peace as far as she honorably can, and leaving the result with him.

STEPS IN THE ORGANIZATION OF A SCHOOL.

The establishment of a church school is a matter of grave importance. If mistakes are made, if the conditions are unfavorable, failure and disaster may result. After one or two failures, it is difficult to restore the confidence of the people. The following paragraph is taken from a testimony dated July 29, 1901: —

"The establishment and location of church schools is a matter of utmost importance, and should receive careful attention. Only after the most wise and judicious plans have been laid, should such a school be established. Mistakes may be made by being in too great haste to locate and establish church schools."

Union and good fellowship in the church is an essential condition to success. "A spirit of disunion cherished in the hearts of a few will communicate itself to others, and undo the influence for good that would be exerted by the school. Unless parents are ready and anxious to co-operate with the teacher for the salvation of their children, they are not prepared to have a school established among them."—"*Testimonies for the Church,*" *Vol. VI, p. 202.*

Probably the above quotation should not be understood as meaning that no church should start a school until every member is in perfect harmony with the undertaking. If so, there would be few, if any, schools started. But it certainly indicates that there must be practical, workable union before a school should be opened. When a church believes its conditions are favorable to the establishment of a school, the following are the appropriate steps to be taken:—

1. The elder should call a church-school meeting. The conditions to a successful school should be set forth. Passages from the Testimonies bearing upon the object and importance of church schools may be read. Opportunity should be given for remarks. At the proper time the church should take a vote whether or not they desire to establish a church school. If the vote is practically unanimous, the next step should follow as soon as possible.

2. The elder should write to the president of the conference, inform him of the action of the church, request help or counsel in the organization of the school, and wait for a reply.

3. The president should either go himself, or send the church-school superintendent; or it would be better if both could go. If the president cannot well go, let the superintendent go alone, or let some experienced minister go with him. If it does not seem advisible for either the president or the superintendent to go, a minister, or other person of good judgment and experience, may be sent. If no one can go, the church should be promptly informed of the fact, and should be authorized to proceed alone.

4. As soon as the conference representatives arrive, or the church is informed that none can be sent, a meeting should be called, an earnest season of prayer for wisdom should be held, and a School Board should be chosen. This board may consist of three or five members; in small schools three are sufficient. Its members should be selected for their piety, financial ability, good common sense, and experience in school matters. All of these qualities should be as largely represented on the board as possible, and no competent person should be debarred on account of sex.

5. When the board is selected, the rest of the church should go about their duties, and leave the board to the management of the school. They should pray for them every day, but criticise and find fault with their actions, never. The board should counsel with the members; and, when asked, the members may give their opinions freely. It is their privilege, also, when they see things going wrong, to go privately to a member of the board, and call attention to such matters. But they should never criticise the school or the teacher, or the board, publicly or privately, nor especially before their children. All should study to find something good to say about the school; but if they cannot find anything good, let them keep still, and pray.

6. Upon their election, the board should organize, by choosing a chairman, a secretary, and a treasurer.

The chairman calls meetings, presides, and sees that the actions of the board are carried out. The secretary keeps a record of the meetings. The treasurer receives tuition and other moneys, pays money out as directed by the board, and keeps account of all money passing through his hands. The chairman should be chosen for his executive power and ability to get along with people; the secretary, for his ability to write clear, legible reports; and the treasurer, for his businesslike habits and unimpeachable honesty.

7. When organized, the board should lay its plans for the school. A room must be provided and furnished, a teacher must be secured, money must be raised, etc.

In all this work, the representative of the conference should take part, giving instruction and counsel as the case requires, always sympathetic and helpful, but never arbitrary or officious.

THE SUPPORT OF CHURCH SCHOOLS.

A few general principles should guide in the support of church schools.

1. Debt should be shunned. "The very highest kind of education that could be given, is to shun the incurring of debt as you would shun disease."—"*Testimonies for the Church,*" *Vol. VI, p. 211.*

2. The church should regard the school as a missionary enterprise. "Let all share the expense. Let the church see that those who should receive its benefits are attending the school. Poor families should be assisted."—*Page 217.*

3. "Local needs should be met, if possible, by local tuition or voluntary donations, and pupils should be encouraged to earn their tuition or contributions to the expense fund."—*Gen. Conf. Recommendation, No. 6, 1901.*

In harmony with these principles the most satisfactory plan I have seen tried is as follows: The board makes an estimate of the year's expenses, including teacher's salary, fuel, supplies, etc. Each one says for what sum he will become responsible, fifty, twenty-five, ten, or five dollars, as the case may be. With these sums at the head of a paper, they visit the members of the church and other interested parties, and find out what each will do. Let those who can, pay a part down. This is the financial basis of the school. If the sum pledged is greater than the estimated expenses, so much the better.

As a means of education to the children, let tuition be charged, and all encouraged to earn their tuition. The tuition is frequently $1 per month for the first and second grades, $1.25 for the third and fourth, and $1.50 for the fifth and sixth. Help the children plan ways of earning their tuition. Set apart a piece of land, and let them cultivate it and have the proceeds. They may sell small books. Any honorable way may be used, as determined by the locality and the inventive powers of the children and their parents. Begin to plan a year ahead. Let the treasurer announce that he will receive money at any time in any amount, and will give receipts, which may be kept and presented in payment of tuition. He should carry a blank receipt book with him constantly for this purpose. He should make systematic collection of tuition every month, and should pay all bills promptly. Every month he should report to the board the financial condition of the school, and should collect from the pledges, from time to time, enough to meet all bills. At the end of the year, all that has not been raised by tuition should be met by the pledgers in proportion to the amount of their pledges.

The board should decide who should receive assistance. But let all encourage the children to earn their tuition if possible. All should be liberal in the payment of pledges, so that money may be left in the treasury to prepare for next year's school.

Some favor the payment of a second tithe for school purposes, and the Spirit of the Lord has said that it could be used for no better purpose.

THE CHARACTER AND TRAINING OF TEACHERS.

"In selecting teachers we should use every precaution, knowing that this is as solemn a matter as the selecting of persons for the ministry. . . . No person of an inferior or narrow cast of mind should be placed in charge of one of these schools. Do not place over the children young and inexperienced teachers who have no managing ability; for their efforts will tend to disorganization. . . . They should have the true missionary spirit; for the children are to be trained to become missionaries."—"*Testimonies for the Church,*" *Vol. VI, pp. 200, 201.*

The quality of our teaching force must be improved, and its numbers increased. We need more teachers, but we need better teachers more. Most of the failures, and consequent discouragement, have resulted

from incompetency and inexperience. It is not enough that teachers be good, they must be skillful in their art. Men spend long years in study to learn how to treat the body. Should they with unseemly haste rush forward without preparation to direct the development of the soul?

Nor is it simply a knowledge of the subjects to be taught that is needed. Multitudes have this knowledge. It is knowledge of the child nature, of the powers and laws of the growing mind, of the history and philosophy of education, of the principles of Christian education, of the best methods of teaching, of the principles and art of governing—it is a knowledge of these subjects that is lacking. And teachers must supply this deficiency. They must be students constantly. They must "study to show themselves approved unto God, workmen that need not to be ashamed, rightly dividing the word of truth." Right here appear the duty and responsibility of our training schools. If they have a low standard, the standard of the teachers will be low. If our church-school system is to be elevated to the exalted plane which its principles and its mission demand, the lever must be applied to the normal departments of our training schools. These departments must receive a great uplifting from some source. The character and quality of their instruction must be improved. Their courses of study should be enriched and extended. It is true that if a person has age, and experience, and knowledge, and the gift of teaching, and Christian character, to serve as a foundation, he may be fitted to teach a church school by a few months of special instruction. But not so with boys or girls in their "teens." They must be given time to lay such a foundation, and the best place to do this is in the normal department of some training school. It is better to find out here whether they have the gift of teaching in sufficient measure to warrant its cultivation, than to ascertain the fact by disastrous experiment in real church-school work. And this leads to the discussion of the question, To what extent is it advisable to use pupil teachers in our school work?

PUPIL TEACHERS.

No normal department can be successfully conducted without some provision whereby teachers may gain experience in teaching and managing classes under the direction of some one qualified by long study and practice to give wise counsel and instruction. But this practice work must be so wisely conducted, as to work no injury to the pupils. At the best, there will always be some who will cry, "I do not want my children practiced upon by pupil teachers." And sometimes, it must be admitted, there is just ground for complaint. But the principle of using pupil teachers is justified by the following passage from a special testimony dated July 29, 1901: "The one placed in charge of a church school should be of suitable age; and where the number of students is sufficient, assistants should be selected from the students. Thus the students can gain an experience of great value." This language is used particularly of church schools, and it suggests a remedy for one difficulty that has hitherto troubled us. We want our schools to do thorough, graded work. But one teacher cannot carry on six full grades of

work alone. One hope lies in the fact that in most schools all the grades will not fill; and teachers may, by union of classes, and alternation of work, reduce the number of classes to the point where it is possible for one teacher to conduct them all. But this suggestion affords another hope. A wise teacher may select assistants from the older pupils with advantage to both the school and the assistants.

But the suggestion is of greatest value to the normal departments. A model church school is a necessity to such a department. It becomes an object lesson to illustrate the principles and methods taught in the teachers' classes. Here students, aspiring to become teachers, may observe the methods of more experienced teachers. Here, also, when they have developed sufficient ability to warrant the step, they may gain actual experience in teaching and managing students.

When this matter is wisely handled, there should be no occasion to raise the cry of "practicing upon my children." All teaching is practicing. So is all other work. The doctor practices, and the sum total of his work is called his "practice." "Practice makes perfect." And if no one practices until he becomes perfect, no one will ever be perfect, and nothing will ever be done. The pupil teacher, then, who has spent months, it may be years, in studying the principles and observing the methods of teaching, and who carefully enters upon her work under the direction of a competent critic teacher, is in no unworthy sense "practicing upon the children." Many teachers do better work from the start than others ever do. Many, also, do better work at the first than they do later on, when they suppose their reputation is firmly established, and grow careless and indolent, becoming stereotyped, fossilized, established, stuck! The reputation of the true teacher is in the skies.

Let us, then, in church schools and training schools, accept the principle that "assistants should be selected from the students," and strive to use it wisely, getting from it all the good we can, and avoiding extremes in its application and in our views concerning it.

A suggestion, right here. Where a training school is established, let such school start a model school, which shall also be the church school for the local church. This school will serve as a model for all the schools that shall be opened in the district for which the training school is established. The good name of the training school is therefore bound up with that of the model school, and every effort will be put forth to make it indeed a model. Hence, a better school will be conducted than the church alone could produce, and hence, also, the church should be glad to let the training school take the full management of the model church school. At the same time they should support the school, by their sympathy and prayers, by the prompt payment of their tuition, and by cheerfully contributing to the expense fund, so that the training school may suffer no loss on account of the model school.

HOW TO FURNISH A SCHOOLROOM.

The necessity is seats and desks. The ideal method is the single patent school desk and seat combined, but it is the most expensive. Next to that, I should prefer a small stand or table and a chair for each pupil. The tables should be uniform in size and shape, and should be about the size of the folding sewing tables which we find in almost every furniture store. In fact, such tables might be better and cheaper than to make them. Ascertain how many are needed, go to your furniture dealer, and get his best price for the lot. Then you can tell whether or not it will pay to make them.

The legs of chairs and tables should be cut off, if necessary, to suit the size of the children — not all alike, but cut to fit! The chair should be low enough to let the feet rest squarely upon the floor when the child sits erect in a natural position. The table should be just high enough to permit the child to write without leaning forward and without doubling up his elbows like a grasshopper's legs. There is one objection to this method, and that is the noise caused by the moving of tables and chairs. I could suggest a remedy, but I would prefer to turn the objection into a benefit by making it a means of training the children into the habit of moving such articles of furniture noiselessly.

Good blackboard, and plenty of it, is of prime necessity. The best cheap board is blackboard cloth, which comes in rolls a yard wide, and costs usually fifty cents per yard. Provide at least half a yard for each pupil. If you cannot get it of your home dealer, it may be ordered of the School-Supply House, Chicago. Tack it upon the walls in front of the room and between the windows at the sides, and cover the edges with a neat molding. Better place several thicknesses of building paper behind it to make a smooth, even background.

Do not forget a table, or desk, and a chair for the teacher. And crayon, erasers, dictionary, waterpail, stove, woodbox, and hooks or nails for the caps, go without saying. Now you have the necessities. A good school can be kept with these furnishings. Maps, charts, globes, etc., should be added as fast as you are able.

To the teacher and pupils may be left the pleasant task of brightening the schoolroom with mottoes and pictures; but all should second their efforts, for it should ever be remembered that the atmosphere of the schoolroom exerts an unconscious but lasting influence upon the character of the pupils. Hence it should be made a happy, cheerful place, and not a gloomy prison-house.

PROPER SCHOOL AGE.

"Many children have been ruined for life by urging the intellect, and neglecting to strengthen the physical powers. Many have died in childhood because of the course pursued by injudicious parents and school-teachers in forcing their young intellects, when they were too young to see the inside of a schoolroom. . . . Parents should be the only teachers of their children until they have reached eight or ten years of age. . . . The only schoolroom for children from eight to ten years of age should be in the open air, amid the opening flowers and nature's beautiful scenery."—"*Christian Education,*" *pp. 8, 9.* "Do not send your little ones away to school too early. The mother should be careful how she trusts the molding of the infant mind to other hands. Parents ought to be the best teachers of their children until they have reached eight or ten years of age. Their schoolroom should be the open air, amid the flowers and birds, and their text-book the treasure of nature." —*Idem, pp. 169, 170.*

After reading the foregoing passages, parents will hesitate before sending their children to school to get them out of the way! They will recognize the fact that they have before them the golden opportunity of the child's life, and they will not let it slip. Circumstances, and the child's nature and development and condition of health, will guide the parent in determining the exact age at which his children shall enter school. But the statements quoted should not be regarded lightly. We have to deal with circumstances as they are. If some think it best to send children at seven, let not others wrangle about it. Better not send children before that age.

WHAT IF THERE IS NO CHURCH SCHOOL?

Many parents are asking what they shall do if their children are of school age, and there is no church school for them to attend. Several suggestions may be made. The parents may organize a home school, following the outline and instruction of this Manual. There may be older brothers or sisters who can assist in teaching. They may be able to hire a teacher to live in the family. Two or three families may unite in such a school. If two or more families are too far apart to meet for a school, they may employ a teacher to divide her time among them, giving each family two or three days per week, assigning lessons for the rest of the week, and leaving it for the parents to hold the children to regular hours of study. Such a plan is indorsed by the following language: —

"If parents are not able to send their children to school, let them hire an exemplary religious teacher who will feel it a pleasure to work for the Master in any capacity, who will be willing to cultivate any part of the Lord's vineyard. Let mothers and fathers co-operate with the teacher, and devote an hour daily to study, becoming learners with the children. Make the educational hour one of pleasure and importance, and your confidence will increase in the methods of seeking for the salvation of your children. Your own spiritual growth will be more rapid as you learn to work for them. As you work in a humble way, unbelief will disappear, faith and activity will impart to your experience ardor, assurance, and satisfaction that will increase day by day as you follow on to know the Lord and to make him known. Your prayers will become earnest, you will have some real object for which to pray."—*Private Collection, Feb. 2, 1895.*

RELATION OF TEACHER TO THE PATRONS.

The true teacher is a missionary to the people among whom she labors. She should be able and willing to assist in the Sabbath-school and the missionary society. But the church should not expect everything of her. They should not lay upon her all the burdens of the church. In the homes she should be cheerful and kind, carrying sunshine and happiness wherever she goes. She should be willing to help about the house; but the family should not abuse her willingness by allowing her to do more than she ought, nor by accumulating work for her ready hands. There is, perhaps, no employment more wearing upon the nerves than that of the schoolroom. The teacher's health is precious; she needs times of rest and quiet. Parents and children should respect her for her position and love her for her work. As a general thing, it would not be wise for her to board around, for she needs a place for rest and study. Boarding around has the advantage of giving the teacher an opportunity to see her pupils in their homes; but this can be accomplished by visits when the school is not in session. No fixed rule, however, can be given. There may be circumstances where it would be best for the teacher to board around. If so, she should still, if possible, have a room near the schoolhouse which she can call her home, and to which she can retire for rest, and prayer, and study.

The salary of the teacher should be reasonable, and, where the patrons can afford it, liberal. It costs the teacher much to prepare for her work. She needs to purchase books and other helps for self-improvement. The period of her work often covers less than half the year. (The term of school, by the way, should be lengthened to eight months wherever possible.) Let rigorous economy be practiced elsewhere than upon the salary of the teacher. As to the amount of salary, no stated sum can here be given. It depends upon the circumstances of the people, the number and the advancement of the pupils, the experience and ability of the teacher, etc. There would seem to be no good reason for anything like a fixed price for all teachers under all circumstances. The teacher should receive enough to pay reasonable expenses, and have something left for books, and institutes, and religious and philanthropic uses.

DO NOT WRANGLE.

Whatever we may think about school matters, whatever others may say in relation thereto, whatever else we ourselves may do, let us not wrangle. Our God is a God of peace. "My peace I give unto you," said Jesus. "Great peace have they that love thy law, and nothing shall offend them," is the testimony of the psalmist. Woe unto that church which makes the church school a bone of contention. Let all study moderation. People sometimes advocate right principles in a wrong spirit, and their spirit effectually bars the way against their principles. If we cannot have things just according to our liking, let us be thankful for any progress, and wait patiently for opportunity to take another step. God is merciful. He knows our hearts and our circumstances. He judges us not always according to the letter of our deeds but according to the spirit of our intentions. "A bruised reed will he not break." No doubt we often grieve him more by the iron spirit with which we contend for his honor then do those who through ignorance or thoughtlessness seem to show disrespect for his house or his name. Let the gentle spirit of the Master take possession of our hearts. Then — and then only — will we be prepared to "contend for the faith once delivered unto the saints."

CONCLUDING REMARKS.

Do the first thing now, and the next thing when it comes. It is the very essence of true faith to do the right thing at the right time.

What is the right thing now in this church-school work? A few years ago it was the "voice of one crying in the wilderness," the John-the-Baptist message of reform, falling at first upon listless ears and indifferent hearts. This message was faithfully given; there is need enough yet for it to be sounded, for many are still asleep. But some, thank God, are beginning to arouse, and to cry out, "What shall we do unto the child?"

And this cry suggests the next thing. It is to give clear and definite answers to the questions everywhere heard, "What shall we do? How shall we begin? What shall we teach? What books shall we use?" etc., etc. The right thing now is the putting into practical and successful operation the principles which the majority of our people acknowledge.

To do this, all must unite upon some plan of work. "In the work of reform, teachers and students should co-operate, each working to the best advantage to make our schools such as God can approve. Unity of action is necessary to success. An army in battle would become confused and be defeated, if the individual soldiers should move according to their own impulses, instead of acting in harmony under the direction of a competent general. The soldiers of Christ also must act in harmony. A few converted souls, uniting for one grand purpose under one head, will achieve victories in every encounter."—"*Testimonies for the Church," Vol. VI, p. 139.*

This Manual aims to set forth a definite plan of operations, in harmony with the Word of God and the testimonies of his Spirit. Whether the task has been successfully accomplished or not is a matter for the people to decide. The author did not seek the position he now occupies. It came to him as a surprise. But, recognizing in it the call of God to duty, and having accepted its responsibilities, it was not in his nature to sit idly down and do nothing to discharge those responsibilities. After prayerful consideration, he thought he saw what was the first thing to be done. It was to crystallize the best thoughts we now have about a clear, well-defined course of action, to formulate plans for a campaign of church-school work, to raise a standard around which the people could rally and unite their forces, and under which they could march on to victory. If he has not succeeded in accomplishing this purpose, let some one else form a better plan and raise a truer standard; for it is certain that such a standard must be lifted before we are ready for the charge to be sounded.

But if the people of the Lord can recognize in this Manual a consistent, reasonable setting forth of right principles and plans, upon which our church-school work may be safely based until better plans are developed, then the clear duty of parents, ministers, and teachers is to join their forces and present a united front to the enemy, each resolved to do well his part in his own place. And then, with faith in the call of God to educate our children in home and church

schools to act their part in "making known his message and his saving health to all nations," with confidence in the plan set before us for the accomplishment of this object, and with a courage born of God and of the consciousness that no people ever battled for nobler principles, let us move forward in a united general campaign of Christian education, for God, for home, and for our little ones.

There will be difficulties and dangers. We must expect them. The enemy will contest every inch of ground. But let us not be faint-hearted, nor cowardly turn our backs to the foe. The command is to go forward. Our great Captain leads the way. He knows the difficulties and dangers; he has counted the cost; he will lead us safely through.

In one of his great battles, it is said that Napoleon lost heart, and thought his army was defeated. Turning to a drummer-boy, he shouted, "Boy, beat a retreat!" The boy gazed at him in silence, but made no move. Again the great general called out in anger, "Beat a retreat, I say!" Calmly looking up into his master's face, the boy replied, "Sire, I know not how to beat a retreat. My master, Dessaix, never taught me that. But I can beat a charge! I can beat a charge that will rouse the living and wake the dead! I beat that charge at Austerlitz and at the Bridge of Lodi. Shall I beat it now?" And over the dead and the dying, down through the moat, and up the ascent, and over the ramparts, into the ranks of the enemy, he led that nearly defeated army to a glorious victory.

So, now, God wants men who know not how to retreat; who will not shrink though pressed by many a foe; who, at the call of God, will go forward in the face of difficulty and danger, and either win the victory or perish in the attempt. But none who go forward in this battle will perish. Our Leader fears no defeat. The church-school work is of God, and will triumph. Before his presence the difficulties will flee away; and through all our foes we shall press into the kingdom, and be able to stand before the throne, and say, "Here am I and the children thou hast given me!" The Lord grant it for his name's sake. Amen.

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